Pinnacle Gradebook Training

A self-paced guide to learning the Pinnacle Web product

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About Pinnacle Web Training Manuals

Pinnacle Web is more than an electronic gradebook; it includes a suite of functions including running reports, mobile access to classroom files, internet viewing, administrative (clerical) functions, administrator (principal) functions, and interaction with new modules such as the Standards and Curriculum Content (curriculum mapping to standards) and the Instruction module which focuses on course activities and resources.

This is only one manual in a series of training manuals designed to introduce application functionality by job role. These manuals use a task-based approach and include exercises to encourage hands-on interaction with the application and enhance the learning experience. For classroom settings, exercises are hosted from a Pinnacle Web training environment. Certification and Independent Learning students may also use the hosted training environment for exercises or they may select to work with CBTs (Computer Based Training) available on CD or as a download from the Curriculum Content module.

Pinnacle Web training manuals are divided into chapters. Each chapter begins with clearly defined objectives and continues with a mixture of show and tell lessons. You will notice the design of this instruction consistently designates the left page for explanation or “telling” and the right page offers diagrams, screen shots with callouts, or tables for “showing.” The left page also includes an enlarged margin provided for student notes. Lesson topic details are covered in one to two pages with an equal number of pages for supporting graphics. Exercises are provided for every two to three lesson topics depending on the complexity of the material. Each lesson ends with a review quiz.

In general, material is compulsory. For this reason, students are encouraged to proceed through lessons in the order they are presented. Final Assessments are created and provided from the Curriculum Content and Instruction modules and are not included in this manual. Instructions for final assessments are provided as part of your Student Information file.

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Chapter 1

Introduction

Objectives

This chapter addresses basic navigation for the Pinnacle Web Gradebook. The lessons are very short and are designed to help you become familiar with Pinnacle Web terminology and navigation tools.

The following concepts are introduced:

- Parts of the Pinnacle Web Home page
- Function of each part of the Pinnacle Web Home page
- Identify and use links
- Browser tools – when to use and when not to use
- Pinnacle toolbars – purpose and presentation

Introduction

This is the first in a series of Pinnacle Web training manuals. This manual presents tasks most often performed by Instructors who work in the classroom. Once you have mastered these skills, you may be interested in learning more advanced skills as presented in Pinnacle Web Gradebook Manager training, but first you need to become familiar with the core of the application. Let's begin with some general terminology.

Details

Notes

When you open Pinnacle Web, the first page displayed is the home page.

The Pinnacle Web home page has several common elements, though the information you see can vary, depending on your school customization and your user permissions. Everyone sees the:

1. Title bar with the following elements:
    a. Your school or district name
    b. Your user name
    c. Logout link
    d. Help link
2. Navigation Pane
3. Information Pane

Title bar Links

Title bar links appear as blue, underlined text. When you click a link, the application opens a new Web page. From the title bar you can click the **Logout** link to close the application and return to the Logon page. Also available is the **Help** link. Click **Help** to open a new window that provides answers and guidance for Pinnacle Web users.

Navigation Pane

The left pane of the home page is the navigation pane. Every item listed in the navigation pane is a link. To open a link, move the cursor over an item (some cursors change to a hand image) and click to open the selected page.

Information Pane

The largest pane on the home page is the information pane. This area displays four types of information.

- Recently Added students– displays for a period of ten days.
- Recently Dropped students – displays for a period of ten days.
- Upcoming Birthdays – displays for a period of ten days.
- School-wide announcements and general messages can be entered and updated instantaneously.

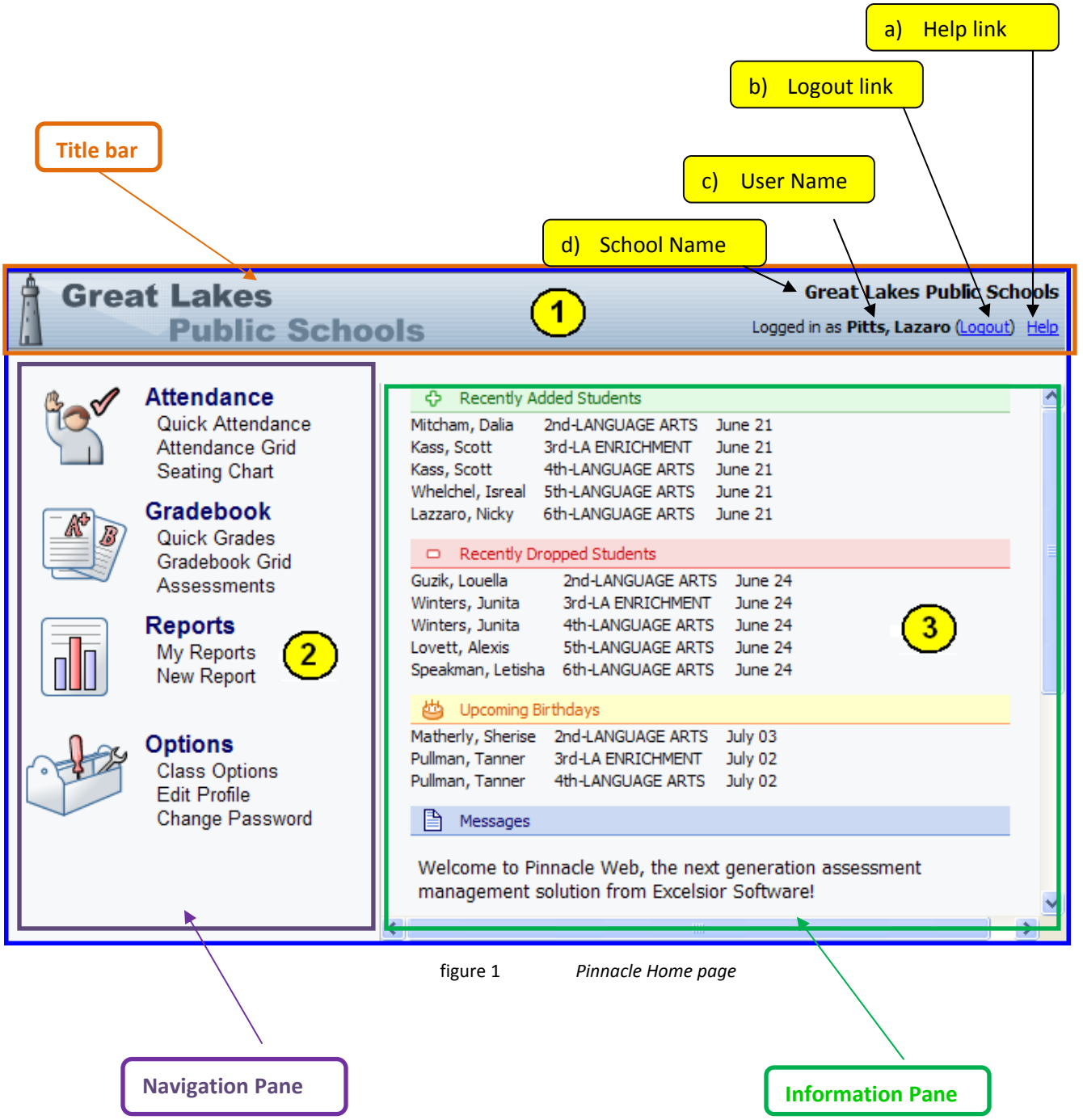


figure 1 *Pinnacle Home page*

Navigate

As a web-based application, Pinnacle Web runs within a browser such as Windows® Internet Explorer®, Mozilla Firefox®, or Apple Safari®. Web-based applications enhance productivity because calculations are performed on the server and only the results are returned to be displayed on your machine. Because the application is run within a browser, Pinnacle Web navigation can include the use of some browser tools, but as a rule this is discouraged.

Details

Notes

Browser Tools

Pinnacle Web is a secure web site - a user name and password are required to access it, - but it functions as any other web site. That means you can use browser tools such as the *Back* and *Forward* buttons to navigate within Pinnacle Web. But, be careful; some of the browser tools cause you to leave the application.

Back/Forward

Pinnacle Web does not include *Back* and *Forward* buttons within the application. Instead, you use links from the navigation pane or buttons in the toolbar to move from one page to another. You can use the browser *Back* and *Forward* buttons, but you must be careful not to *Back* all the way to the Logon page; this can force you to re-enter your log on information.

Home

Pinnacle Web does include a **Home** button and it does not take you to the same location as your browser *Home* button. The difference is that you can set your browser Home button to open a specific web page - often users set the browser home to a news or weather page, or to a common search engine. **Home** in Pinnacle always opens the Pinnacle home page displaying the navigation and information panes. To avoid confusion, when you work in Pinnacle Web, remember to use the Pinnacle **Home** button.

Find

You can use the browser *Find* function to locate items on a Pinnacle page with the exception of Assignment pages. Most browser *Find* functions are designed to work with pure HTML, but Assignment pages use a different code to calculate results which renders the *Find* function inoperable.

Pinnacle Toolbars

Toolbar buttons display when you open a Pinnacle task page.

> **Note:** In Pinnacle, a task page is any page other than the home page.

Often, these buttons duplicate the functionality available from the navigation pane. The buttons are dynamic and they change depending on the page you have open. Navigation links and toolbar buttons are the recommended means of navigating within Pinnacle Web.

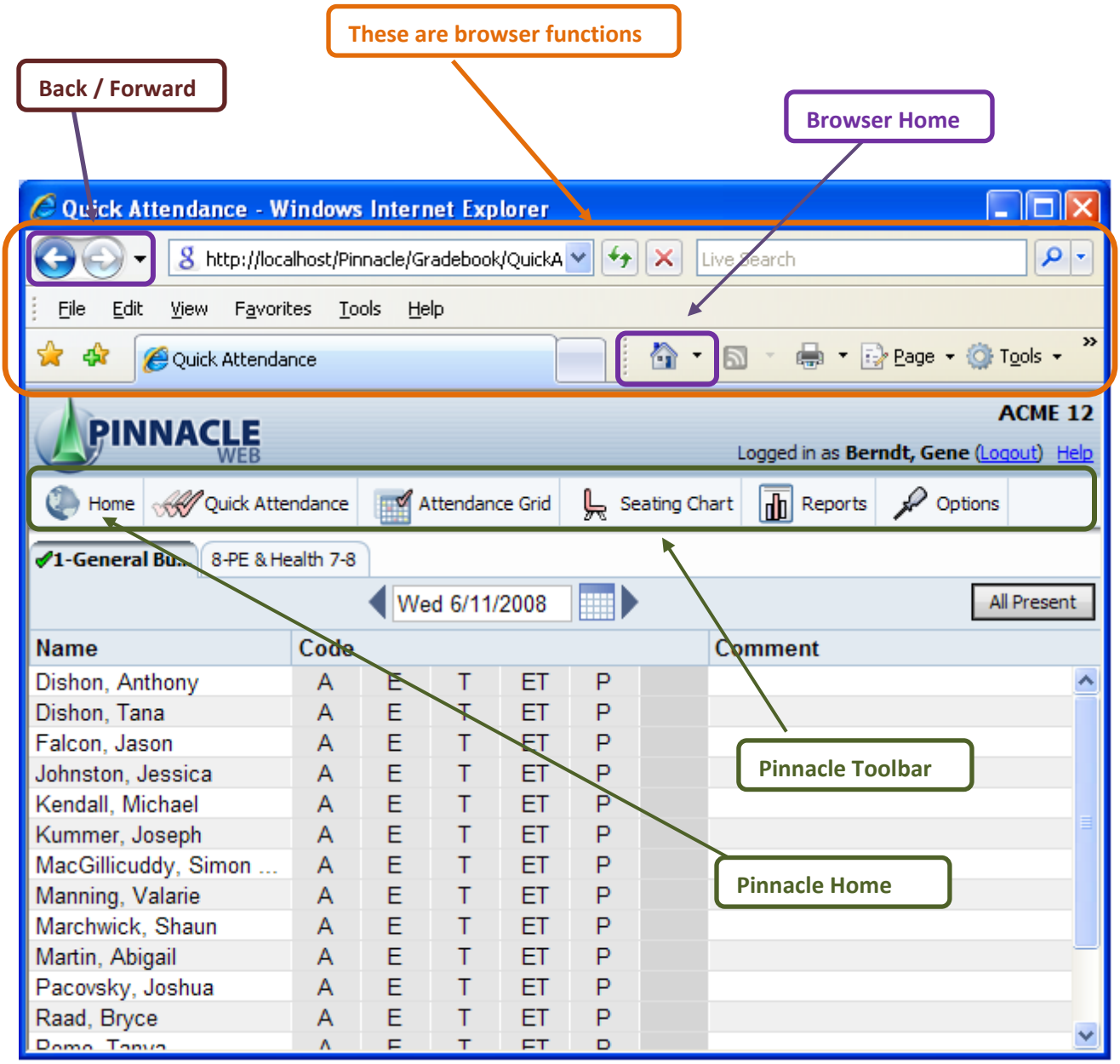


figure 2 *Pinnacle Toolbar in Internet Explorer*

Lesson 1. Review

Use the answer form on the following page to record the most accurate answer for each question.

1) The Pinnacle Web Title bar includes all of the following items:
    A. User Name, Help link, Reports link, and School Name.
    B. User Name, School Name, Logout link, and Help link.
    C. User Name, Help link, Pinnacle Web logo, and General messages.
    D. User Name, School Name, Logout link, and navigation pane.
2) Every item listed in the navigation pane is a link.
    A. True
    B. False
3) The three parts of the Pinnacle Web Home page include:
    A. Title Bar links, navigation pane, information pane.
    B. School Name, User Name, Links.
    C. Title Bar, navigation pane, information pane.
4) School-wide announcements or general messages appear:
    A. In the information pane.
    B. As a link in the navigation pane.
    C. As a banner under the title bar.
    D. As a banner under the toolbar.
5) To return to the Pinnacle Home page click the browser Home button.
    A. True
    B. False
6) Toolbars appear on every Pinnacle Web page.
    A. True
    B. False
7) Toolbar buttons serve the same function as:
    A. Browser buttons.
    B. Title bar links.
    C. Navigation links.

Name _____ Class _____ Date _____

Bubble Answer Sheet

A B ● D

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D

Chapter 2

Getting Started

Objectives

Chapter two addresses tasks you perform on a daily basis and configuration settings you may want to edit before you start your daily work. This chapter is longer as it introduces you to all Pinnacle Web Gradebook task pages and explains functionality for each page. Exercises are included allowing you to interact with the program for better comprehension of the functions presented.

The following concepts are introduced:

- Log on
- Change your Password
- Edit your Profile
- Change a Course Title
- Create a Course Description
- "Quick Attendance" page Functionality
- Use a Date Picker
- "Attendance Grid" page Functionality
- "Seating Chart" page Functionality
- Take Attendance
- Clear Attendance
- Enter an Attendance Comment
- Introduction to Student Demographics
- "Gradebook Grid" page Functionality
- "Quick Grades" page Functionality
- Enter Grades
- "My Reports" page Functionality
- "New Reports" page Functionality

Getting Started

Instructors see four navigation items in Pinnacle Web. The first three are related to tasks. The fourth item, **Options**, allows you to configure specific settings relevant to you, the instructor, and the courses you teach. The Pinnacle Web "Getting Started" lesson begins by describing your log on process and continues with descriptions for the **Options** settings relevant to beginning configuration.

Details

Notes

Log On

The Pinnacle Web application is always opened from within a Web browser. You can enter the address directly in your browser address bar, or you may click an icon from your desktop. Many schools encourage instructors to open the application in a Web browser, and then save the address as a *favorite* or *bookmark* for quick access.

The Logon page displays when you open Pinnacle Web. Enter your assigned **User Name** and **Password**. If you work at the district level, or serve as a shared resource for more than one school (often true for programs such as Music and Art), you can select the appropriate **School**. Next, click **Logon**.

> **Note:** Often, at the beginning of the school-year, your password has been cleared. The first time you log on, the system will prompt you to create a password.

Change Password

Changing your password is easy. As long as you remember your current password, you can change it from the **Change Password** link found under **Options** in the navigation pane.

> **Note:** Password expiration time and required minimum characters are set by your Pinnacle Administrator.

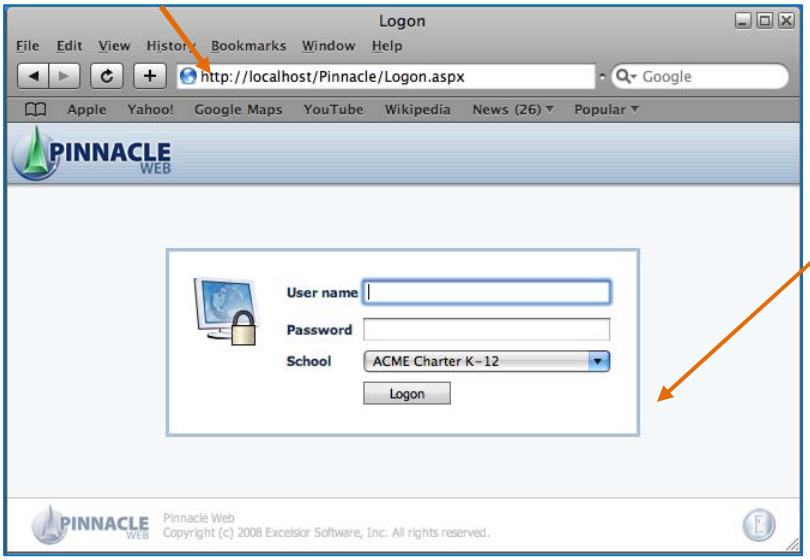
Edit Profile

In addition to changing your password, you can also edit the **Email** address and **Phone** number displayed in your profile. This information appears in appropriate locations throughout the application. You can enter or make edits from the **Edit Profile** link found under **Options** in the navigation pane.

Class Options

Pinnacle Web allows for a great deal of customization. Your configuration may or may not allow you to categorize assignments, change grading scale breakpoints, or create new grading scales. These functions are discussed in more detail in the *Create Assignments* lesson. Two Class Option tabs are relevant to getting started. The **General** tab allows you to edit the course name as it appears in your Gradebook and the Internet Viewer. The **Narrative** tab provides a place for you to enter a course description. Schools can use this information when creating reports for print or display on the Internet Viewer.

Enter Pinnacle address (URL) in the browser address bar



Enter your **User name** and **Password** (select a school from the drop-down if necessary) and click **Logon**.

figure 3 *Pinnacle Logon in Safari Browser*

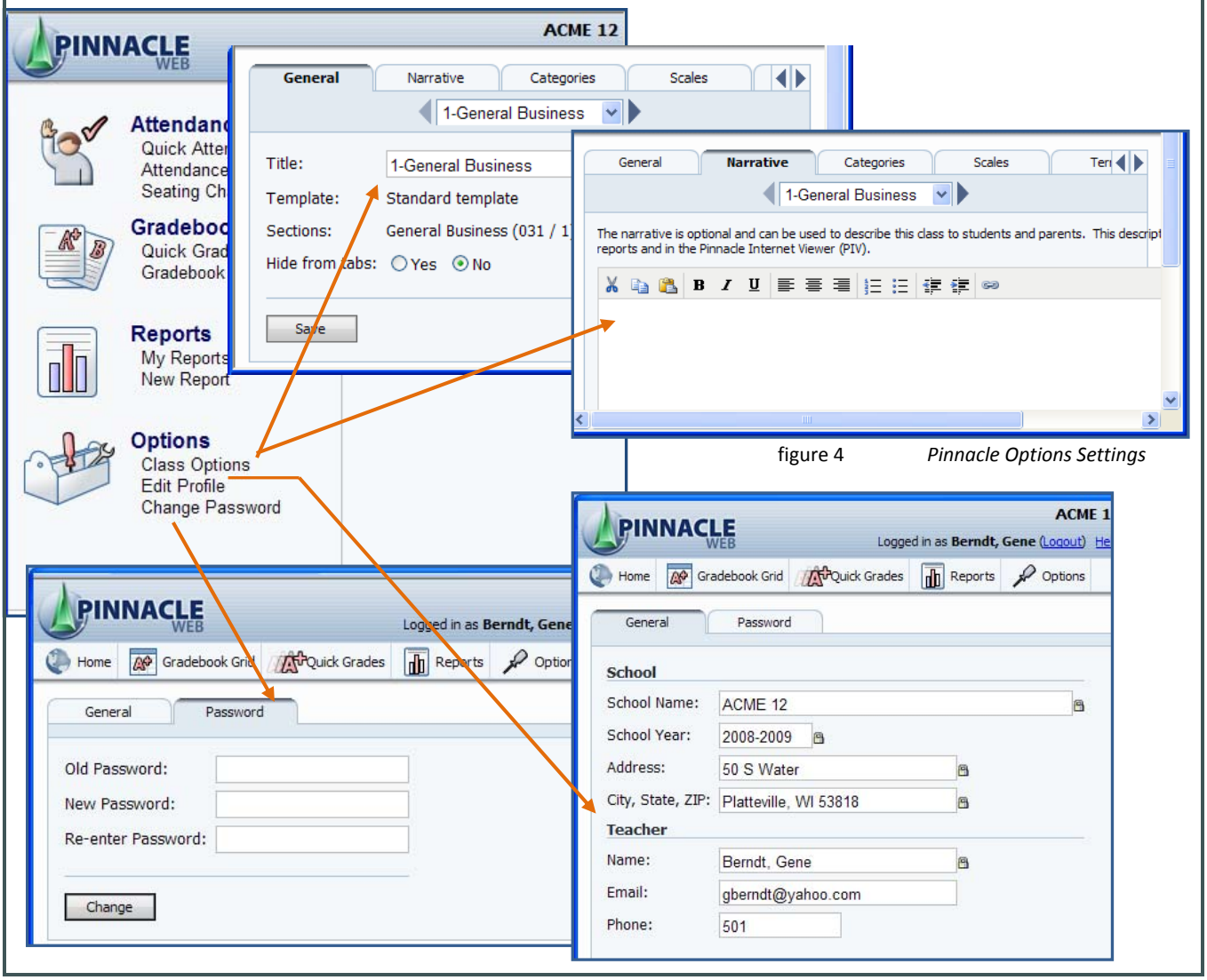


figure 4 *Pinnacle Options Settings*

Exercise 1. Log on / Change Password / Edit Profile

Before we continue, let's open the application and become more familiar with the tasks we have discussed. If you are taking this course as part of an Instructor-led training, follow the **Exercise** steps outlined below. Your Instructor can provide you with the Pinnacle Web address and an appropriate User Name and Password. Those taking an on-line class should also follow the **Exercise** steps and use the Pinnacle Web address, User Name, and Password as indicated in your Exercise instructions. If you are using this manual as part of a self-study course, please follow the **CBT** instructions.

Steps

Notes

Step 1. Open a browser.

Tip: You probably have one of the following icons on your desktop.

Click the icon to open the browser.

Step 2. Type the Pinnacle Web address (URL).

Step 3. Type your **User name**.

Step 4. Type your **Password**.

Step 5. Select a **School** from the drop-down menu.

Step 6. Click **Logon**.

The Pinnacle Web home page appears. The first time you log on, you will want to change your password. ***Before you complete the next steps***, chose a new password for training and record it in the Notes margin of this page. Passwords must be a minimum of six characters and must contain a mix of at least one numeral and at least one character.

Step 7. From the navigation pane, click **Change Password** from under the **Options** menu.

Step 8. Type the original password you were given in the **Old Password** field.

Step 9. Type your new password in the **New Password** field and in the **Re-enter Password** field.

Step 10. Click **Change**.

The application replaces the password in the database with the new password you created. If you forget your password, or receive password errors, you must contact your Pinnacle Administrator for help. S/He can reset your password if necessary.

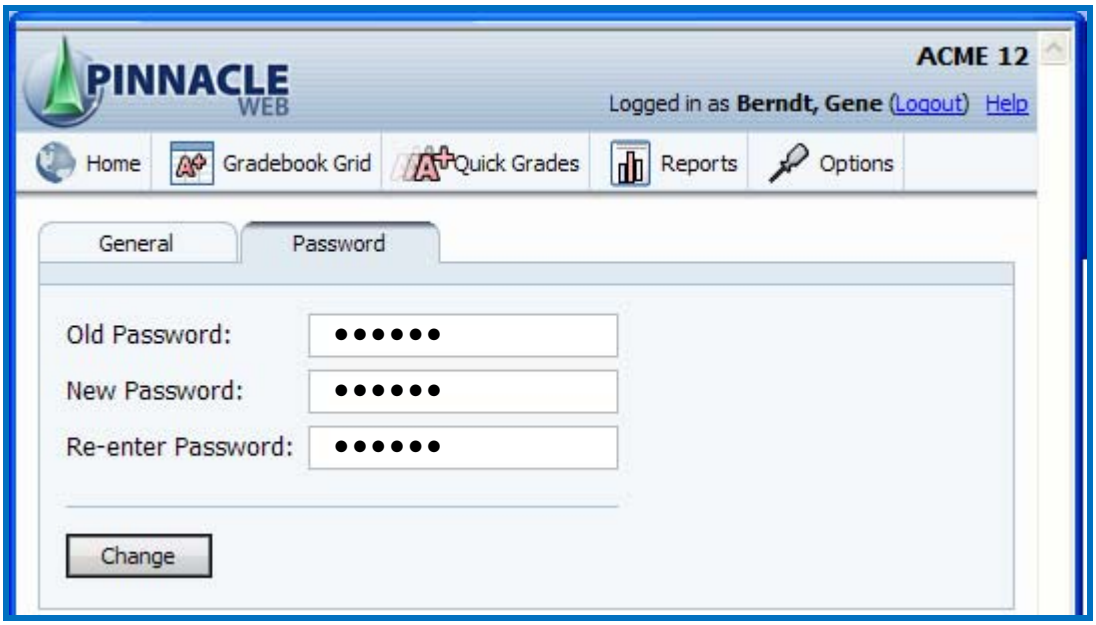


figure 5 *Change Password*

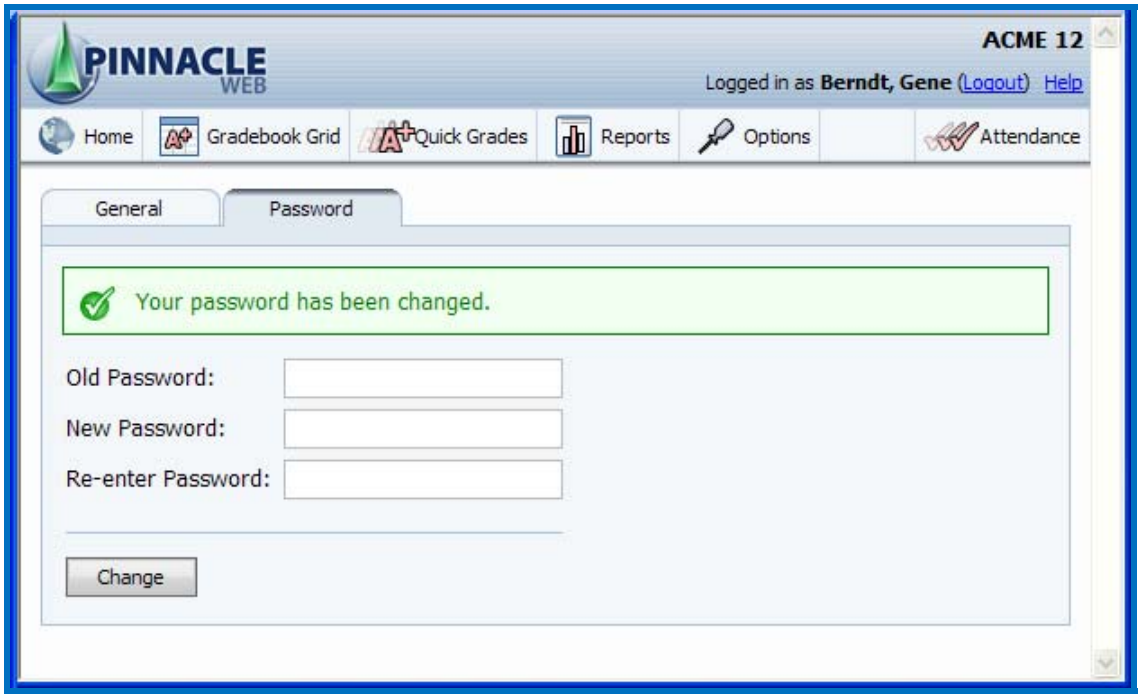


figure 6 *Successful Password Change*

Exercise 2. Edit Profile / Course Name & Description

Exercise 2 is a continuation of Exercise 1. Please continue practice with Exercise 2 outlined below.

Steps

Notes

Step 11. Click the **General** tab.

This is where you can edit your e-mail address and phone information.

> **Note:** You can also open this tab directly from **Edit Profile** in the navigation pane menu.

Step 12. Type an **Email**.

Step 13. Type a **Phone** number or extension.

Step 14. Click **Save**.

Notice the lock icons displayed beside some fields. You will see these associated with various fields in the application. You cannot make changes to a locked field. Some of these fields are locked by the application because the information is not entered in Pinnacle; instead, it is imported from another system (usually your Student Information System – SIS). Some of these fields are locked by your Pinnacle Administrator for maintenance issues.

Step 15. From the toolbar, click **Home**.

Step 16. Click **Edit Profile** from the **Options** menu in the navigation pane.

This is the same page you opened from Change Password. The difference is which tab is active.

Step 17. Click **Home** again.

Step 18. Click **Class Options** from the **Options** menu in the navigation pane.

The page opens to the General tab. You can change the Title of courses or select to hide a course from your Gradebook display. You can also navigate from one class to another using the directional arrows available at the top of the tab.

Step 19. Click the **Forward Directional Arrow** to view the next course title.

Step 20. Change the **Title** by adding or deleting a number.

Step 21. Click **Save**.

Step 22. Click the **Narrative** tab.

Step 23. Type a short description for the course and click **Save**.

Step 24. Click **Logout**.

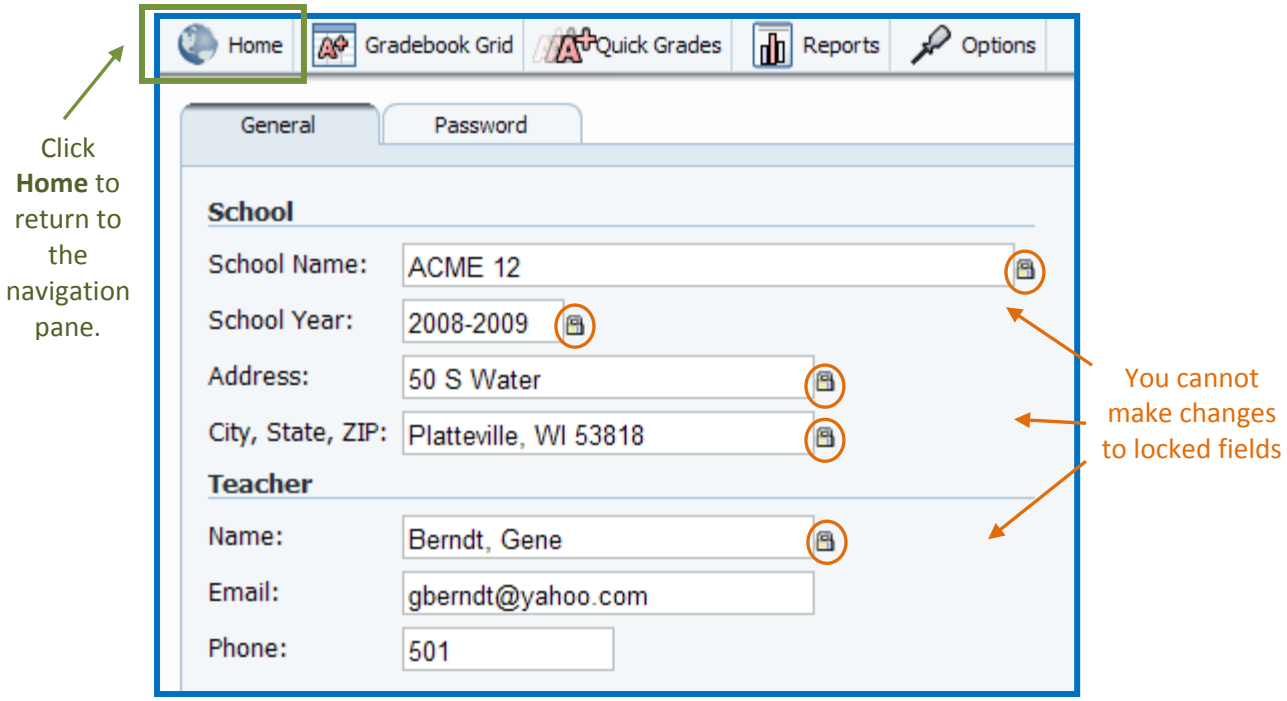


figure 7 *Edit Profile General Tab*

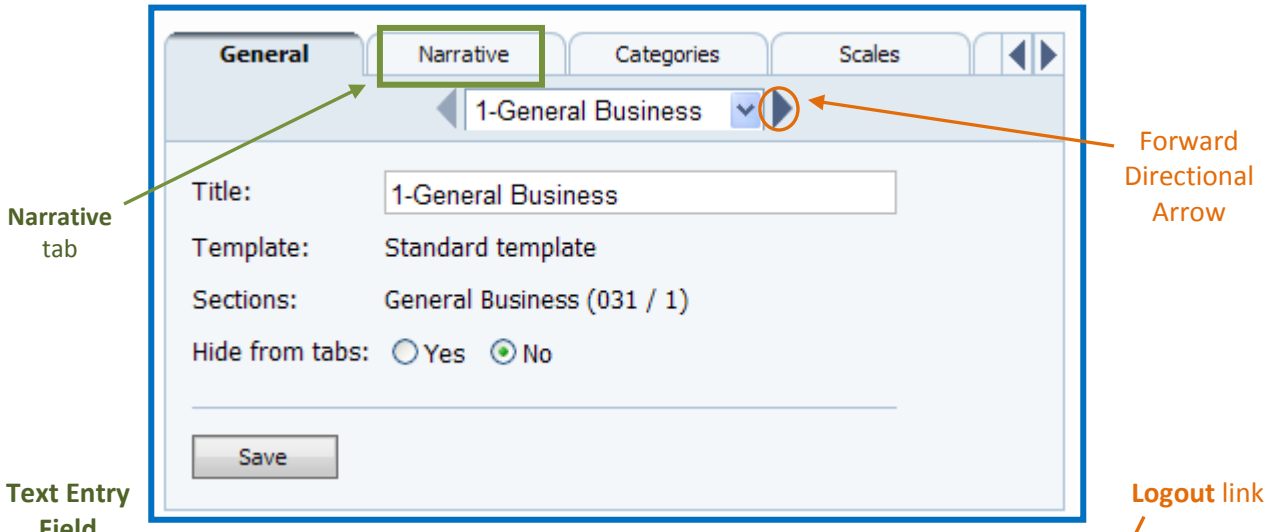


figure 8 *Class Options General Tab*

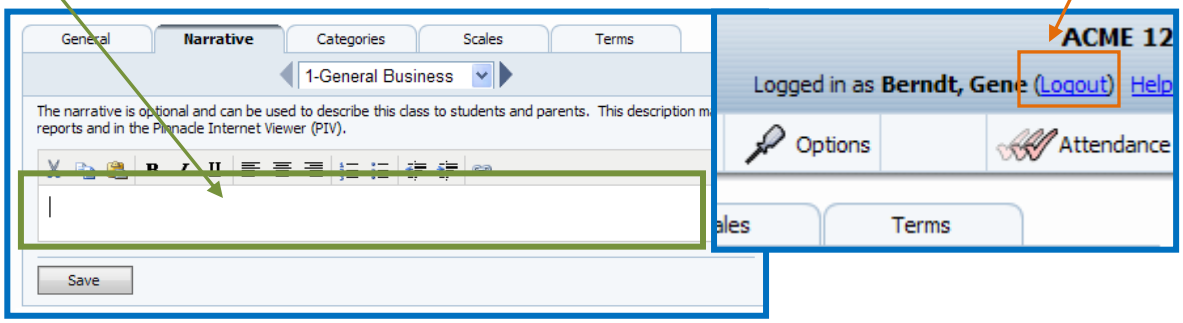


figure 9 *Narrative Tab and Logout*

Navigation Pane Menu

You have been introduced to the Pinnacle Web log on process and some simple configurations. Now, let us take a quick survey of the navigation pane menu. This is a great way to learn the general capabilities of the Pinnacle Web application. The purpose of this initial review is to become familiar with the task pages, their purposes, and general functionality. Specific task procedures are covered in more detail later in this manual.

Details

Notes

If you log on with general instructor permissions, you see four main menu categories in the Pinnacle Web navigation pane. You can click the category icon or any of these category headings to open a related task page, or you can select a specific task page by clicking one of the items listed under the main category heading.

Attendance

Click the main **Attendance** heading to open the "Quick Attendance" page.

> **Note:** You can also select **Quick Attendance** from the Attendance category list or click the Attendance icon.

This page allows you to select an attendance code for each listed student. You can only select a code from those listed, but you also have the option to enter a comment of up to 45 characters (including spaces). The list of Attendance codes is entered by your Pinnacle Administrator and only s/he can make changes to the list.

When you open any task page, a toolbar appears at the top of the page offering shortcuts to other Pinnacle Gradebook task pages. Working from the top of the page down, you can notice that the "Quick Attendance" page includes tabs for each course you teach. These tabs are dynamic and change to list appropriate course titles depending on the instructor logged on. Instructor/Course assignments are imported from your SIS. If you find an error (do not see a tab for a course you are teaching, or do see a tab for a course you are not teaching), you should report this to your Pinnacle Administrator or other appropriate SIS administrator.

Additional functionality found on this task page includes a date field with forward/back directional arrows -which allow you to move through the school calendar one day at a time-and a Date Picker. Date Pickers are available where you see the calendar icon . You use this tool to select a specific date. Pinnacle Web also offers the *Smart Date* feature. This feature allows you to enter text such as, "Last Friday," or "Next Monday," and the application will select the appropriate date for you.

Most often, you will also see an **All Present** button. Click this to mark all listed students as present for the selected course and date.

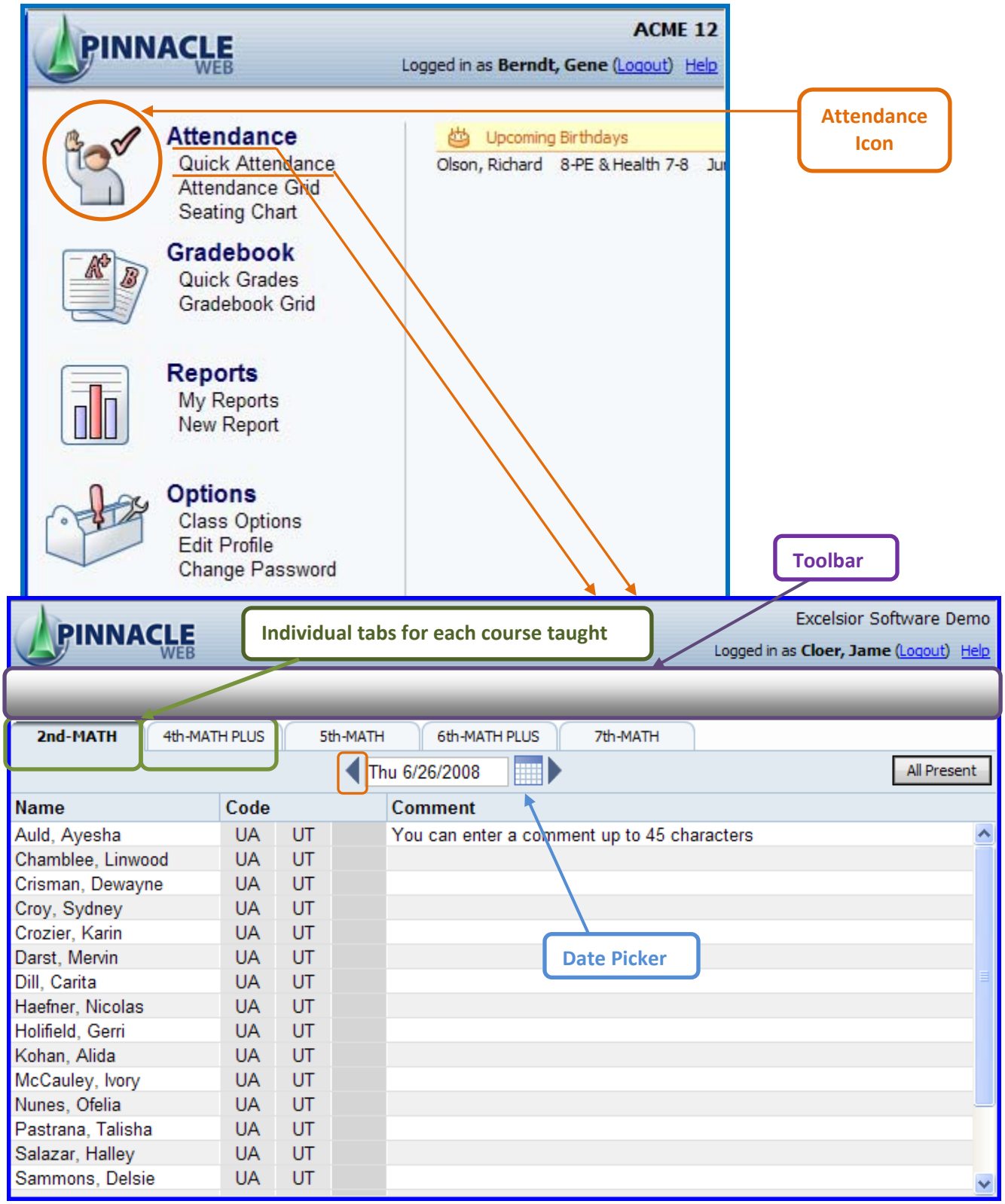


figure 10 *Quick Attendance*

Navigation Pane Menu

There are three different task pages available to assist with attendance. Most of them offer a date picker tool. This lesson explains more about the Date Picker, and introduces the "Attendance Grid" and "Seating Chart."

Details

Notes

Date Picker

A Date Picker is a tool common to many software applications. It is represented by the calendar icon and is used to select a specific date.

When you click the icon, a calendar pop-up displays. By default, the current day is selected. To select a different day within the current month click any other date, or you can change the month by using the directional arrows to move forward or back a month. When you click a date, Pinnacle enters the selected date in the date field and closes the calendar pop-up.

Attendance Grid

Select the "Attendance Grid" from the navigation pane and you can see that like the "Quick Attendance" page, the "Attendance Grid" also shows a tab for each course assigned to you. A date field with directional arrows and a Date Picker are also available at the top of the grid. Unlike the "Quick Attendance" page which displays only one day at a time, the grid displays several days for you to view at once. In fact, if you use your cursor to expand the window, you can see even more dates.

The "Attendance Grid" is used for viewing only and does not include codes to record attendance. Instead, on this page you see a new column not displayed on the "Quick Attendance" page. The column to the far right of the grid shows a cumulative attendance record. Use the drop-down menu beside the term label to select a different term and the corresponding cumulative attendance displays for each student.

Seating Chart

Another option available for taking attendance is the Seating Chart. Like other attendance pages, this page includes a tab for each course you teach, a date field with directional arrows and a Date Picker. However, this attendance page does not show a grid or table; instead, photos or photo placeholders are displayed. This is a visual seating chart. The photographs are imported from your school photo file and matched to student listings based on student ID. The first time you open the "Seating Chart" page for a new class, student photos are loaded and you must create and Save an initial seating chart. After the initial chart is created, you can take attendance from this page, **Print** this page, and **Edit** this page to create a new seating chart.

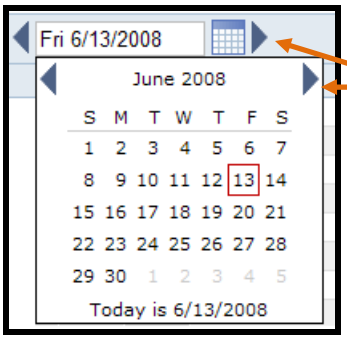


figure 11 *Date Picker*

Term drop-down allows you to select a different cumulative display

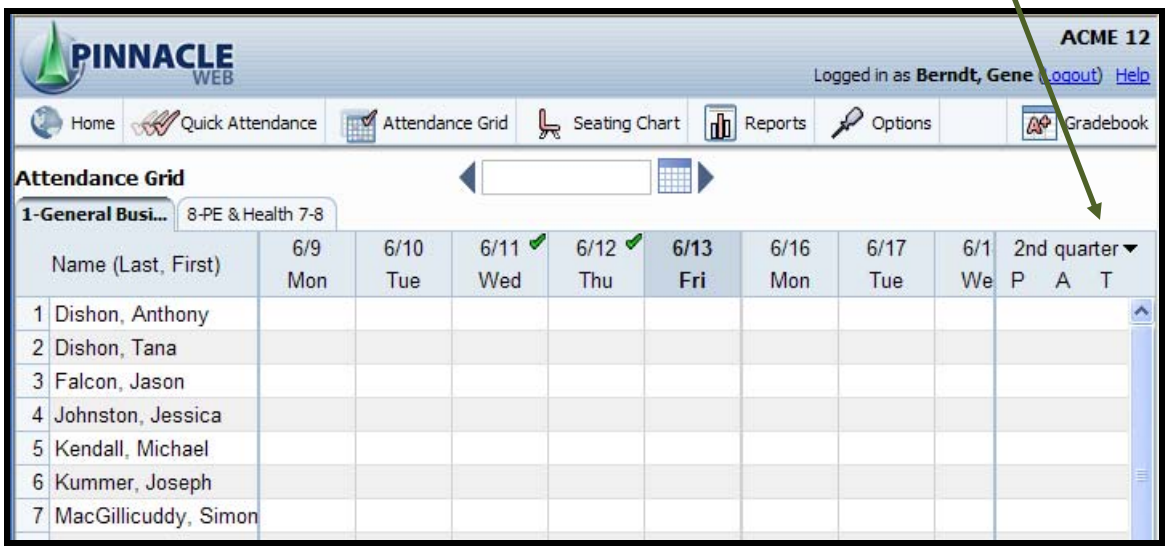


figure 12 *Attendance Grid*

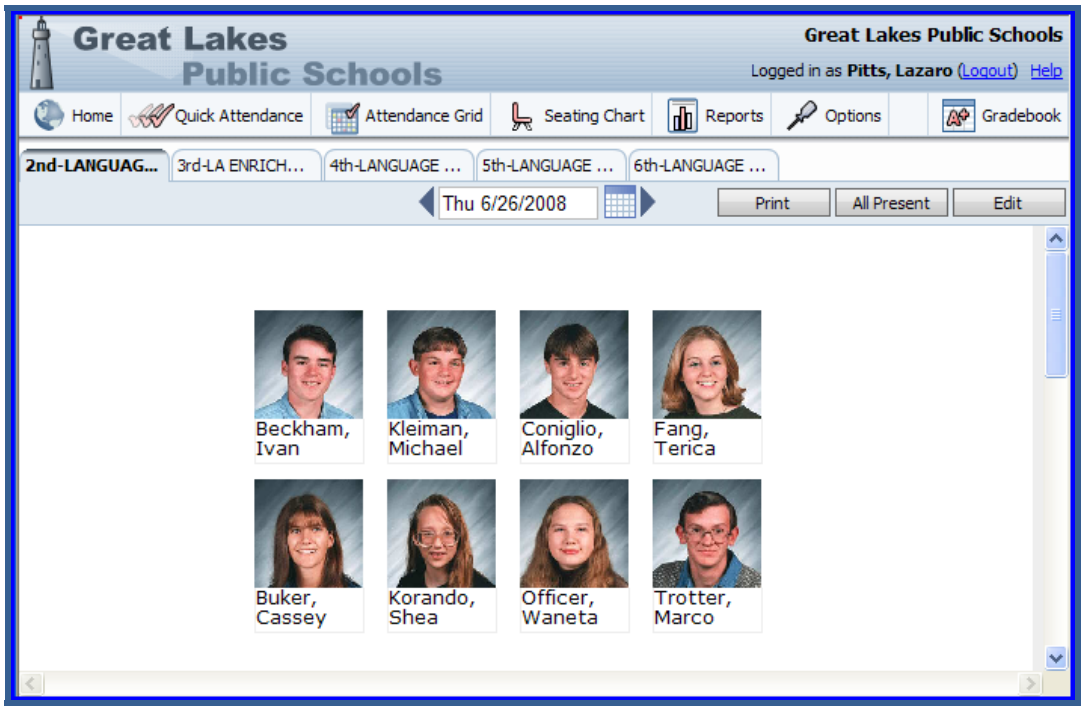


figure 13 *Seating Chart*

Exercise 3. Take Quick Attendance

This exercise works in combination with exercise four to introduce you to each of the Attendance pages. You can enter and clear attendance for a student and for a class. This is just an introduction to task pages; more attendance exercises will be introduced later in this manual.

Steps

Notes

Step 1. Log on and click the main category **Attendance** from the navigation pane.

The "Quick Attendance" page opens.

Step 2. Click the second tab and notice the change in the student roster.

Each class roster is imported from the school SIS.

Step 3. From the **Code** columns, click **A** to mark the first student as an unexcused absence.

The cell changes color to indicate the code is recorded.

Step 4. From the **Code** columns, click **T** to mark the second student as tardy.

Notice that the Tardy cell is a different color.

Step 5. To clear the record, click the same **T** cell for the second student - as from step 4.

The record is cleared and the cell returns to gray.

Step 6. Click **Home**.

Step 7. Click **Quick Attendance** from the Navigation menu.

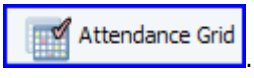
Notice this is the same page you opened from the Attendance main category.

Step 8. Locate the date field at the top of the table and click a directional arrow to move forward or backward one day.

> **Note:** Attendance is recorded for school days. If you move to a non-school day, attendance codes are not available. Move to a school day for this step.

Step 9. Drag the cursor to highlight the date then type: "Next Monday" and press **Enter** from your keyboard.

Step 10. Click within the **Comment** cell for the first listed student and type a short comment.

Step 11. From the toolbar, click 

.

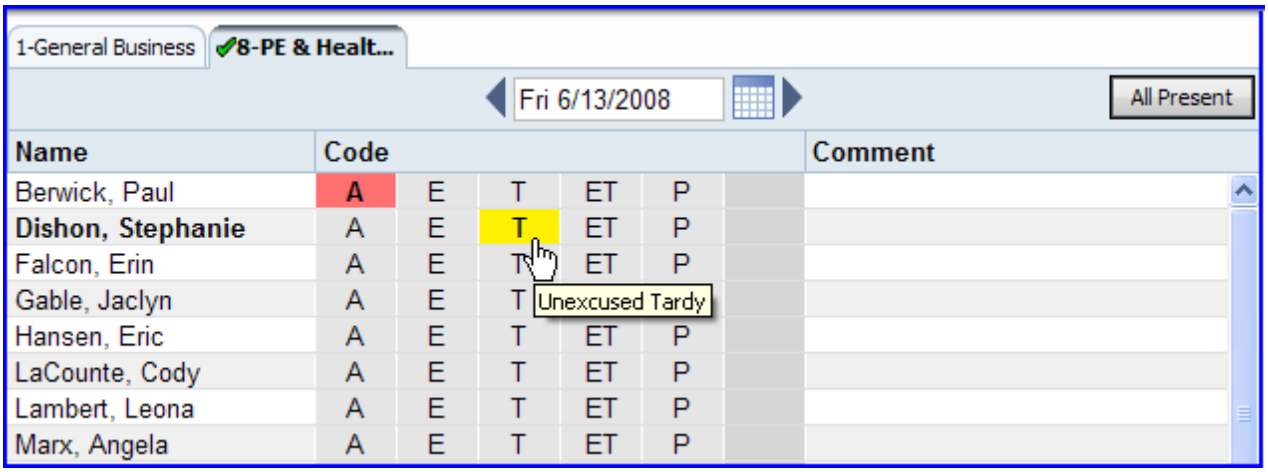


figure 14 *Take Quick Attendance*

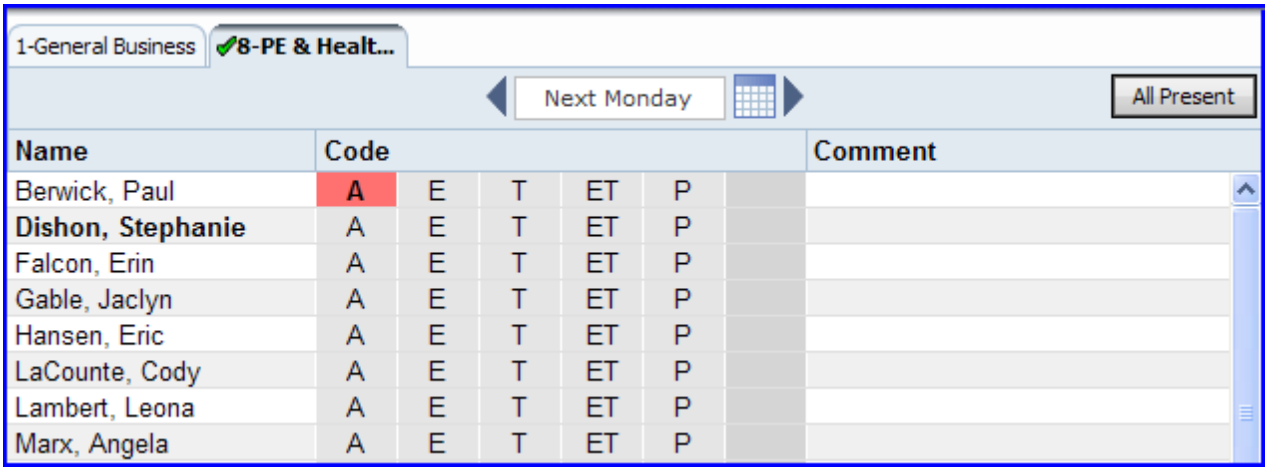


figure 15 *Smart Date*

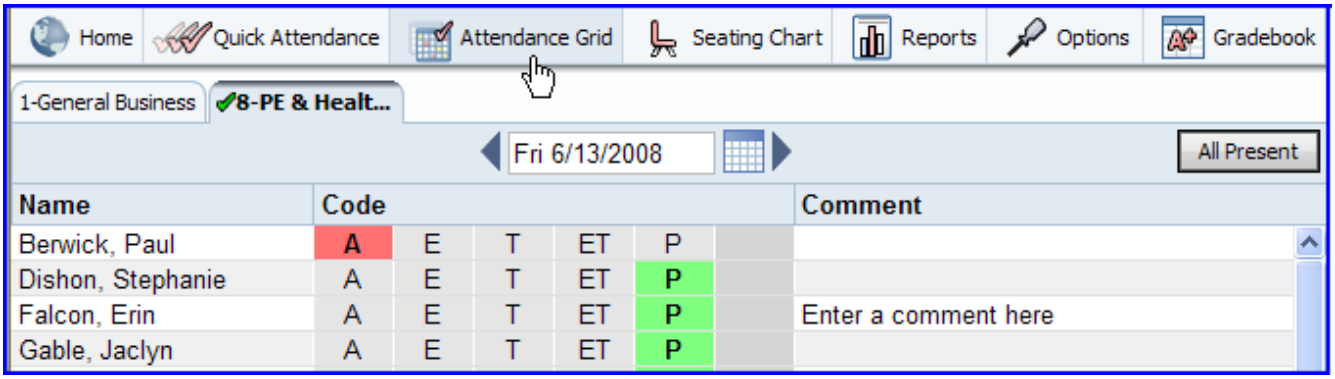


figure 16 *Attendance Comment*

Exercise 4. Attendance from the Grid and Seating Chart

This exercise is a continuation from exercise three. In exercise three you recorded attendance from the "Quick Attendance" page. This exercise allows you to view attendance from the "Attendance Grid" and take attendance from the "Seating Chart."

Steps

Notes

Step 12. Locate the **Date** field at the top of the grid and click the forward directional arrow.

Notice that the grid moves forward an entire week, not just one day. Where the "Quick Attendance" page displayed one day at a time, the "Attendance Grid" shows several days. To change the beginning date, enter a date in the date field or chose from the Date Picker.

Step 13. Click to open the Date Picker.

Step 14. Click the directional arrow to move forward one month.

Step 15. Click to select the first Monday of the month.

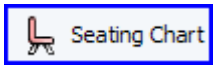
When you click to select a date, the date picker closes and the selected date displays in the date field.

Step 16. Notice the far right column.

Three letters record "P" present, "A" absent, and "T" tardy. Values displayed show the total attendance scores for each student calculated for the selected period.

Step 17. Click the drop-down arrow just above the PAT in the far right column and select a different attendance term view.

> **Note:** You cannot record attendance from the "Attendance Grid" this page is used for viewing only.

Step 18. Click 

from the toolbar.

Step 19. Click one of the student photos and select an attendance code.

The code is recorded and an icon appears in the upper right corner of the photo.

Step 20. Click another photo and notice the **Clear** option listed with the attendance codes.

> **Note:** Use **Clear** to remove an assigned attendance code.

Step 21. Click **Logout**.

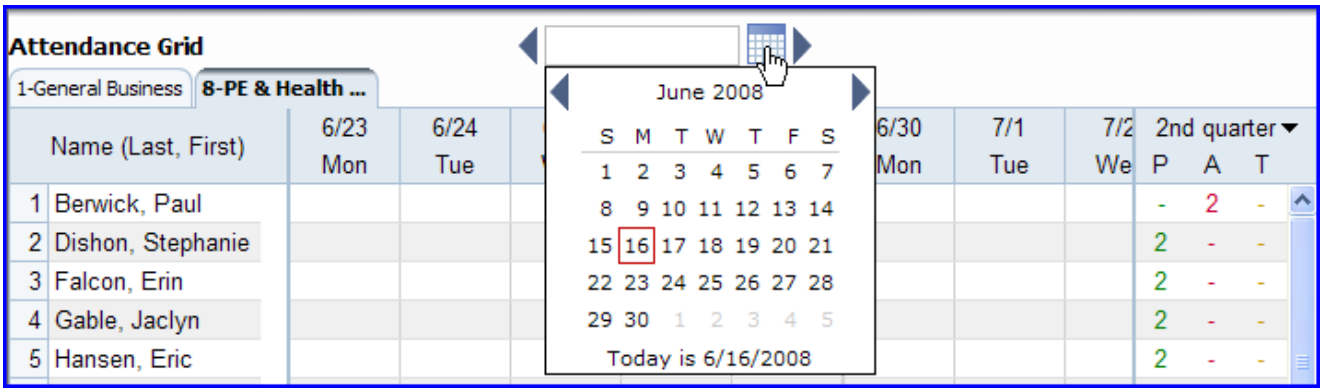


figure 17 *Date Picker in Attendance Grid*

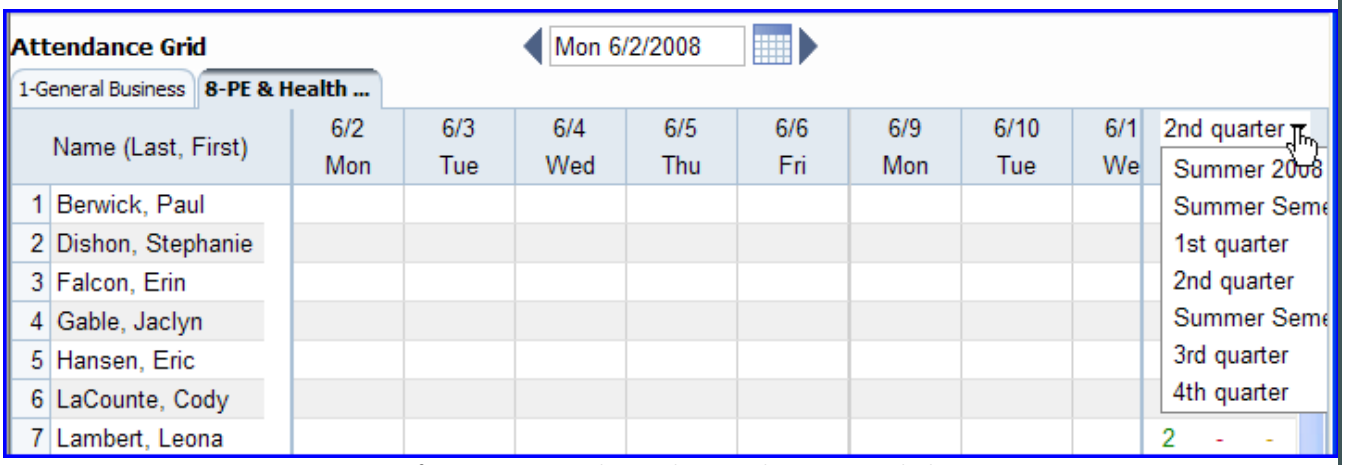


figure 18 *Change the Attendance Term Calculation View*

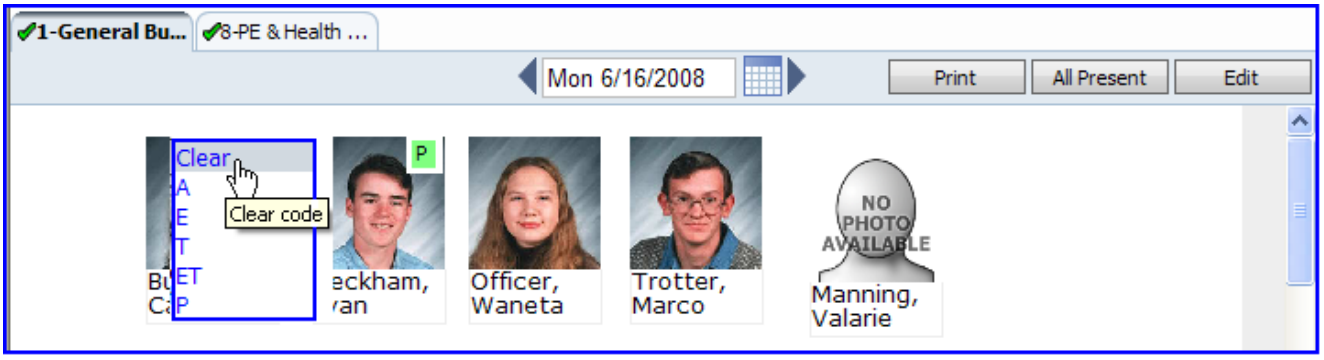


figure 19 *Seating Chart Attendance Codes*

Gradebook

Gradebook is the core of the Pinnacle Web suite. Two views are offered, one for quick entry and the second with more details. Configuring the structure for recording grades such as assigning grading scales or weighting assignments will be covered later in this manual. The purpose of this lesson is to introduce the gradebook pages and their functionality.

Details

Notes

Gradebook Grid

You can open the Gradebook grid from the navigation pane main category, **Gradebook**, or from the Gradebook Icon, or from the sub-listing **Gradebook Grid**. The standard Pinnacle toolbar is at the top of the page followed by a series of tabs for each course assigned to the Instructor. The bottom of this page displays another series of tabs; these represent terms, or marking periods, assigned by your school.

Student Demographics

The class roster is listed alphabetically to the left of the grid, but unlike the attendance pages, the "Gradebook Grid" shows two icons beside each student listing. These represent notes. "Notes" includes three tabs: **Demographics**, **Custom**, and **Schedule**. Custom and Schedule tabs are discussed in more detail in Chapter 5: Beyond the Basics. In this chapter, we focus on general functionality which includes only the Demographics tab.

If you hover your cursor over a student name from either Attendance or Gradebook pages, a summary of student information displays as a graphic pop-up. To view more information, you can open "Student Demographics." This access is available only from the "Gradebook Grid." If you compare the "Gradebook Grid" to other pages, you will notice that only on the "Gradebook Grid" does the student name appear underlined to indicate a link. Click the link and "Student Demographics" opens. Standard information such as **Student I.D.**, **Name**, **Grade Level**, and **Parent's Address** are found on this tab. The information populated to this tab is imported from your school SIS and, with some exceptions, cannot be edited from this tab. The exceptions include any field displayed in a box. Boxed fields can be edited by any teacher who has the selected student on his or her roster. This tab can also include a photo which can be imported from your school photo file.

Notes

You can enter general, or discipline notes for a student. Notes can be opened from the flag or note icon located next to the student name. You can learn to enter notes in Chapter 5: Beyond the Basics.

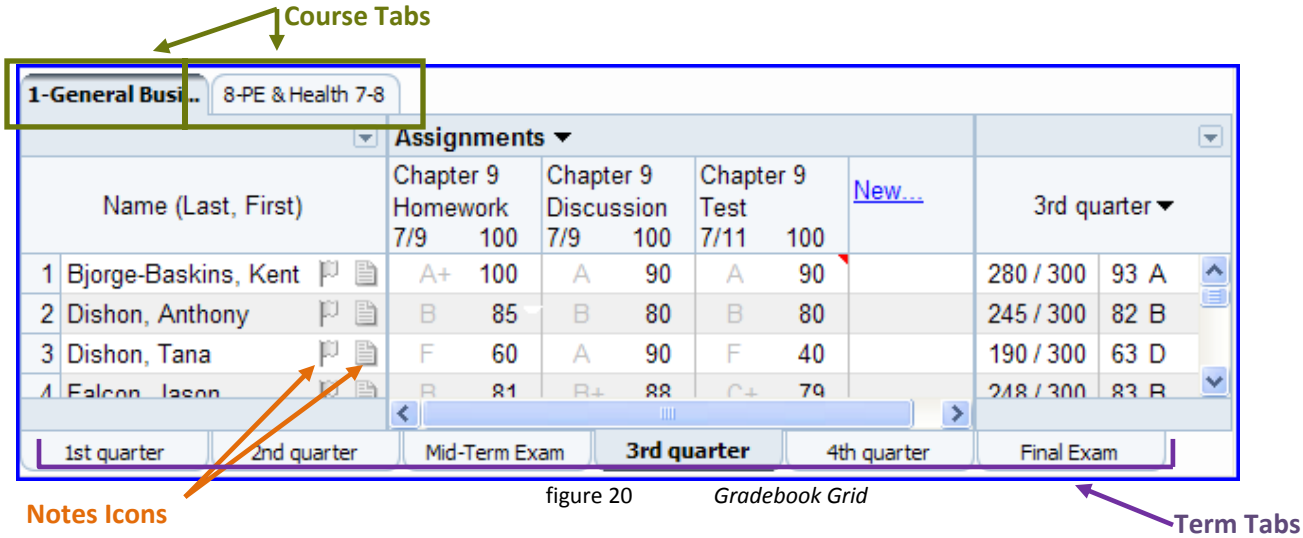

Course Tabs
1-General Busi...
8-PE & Health 7-8
Assignments
Name (Last, First)
Chapter 9 Homework 7/9 100
Chapter 9 Discussion 7/9 100
Chapter 9 Test 7/11 100
New...
3rd quarter
1 Bjorge-Baskins, Kent A+ 100 A 90 A 90 280 / 300 93 A
2 Dishon, Anthony B 85 B 80 B 80 245 / 300 82 B
3 Dishon, Tana F 60 A 90 F 40 190 / 300 63 D
1st quarter
2nd quarter
Mid-Term Exam
3rd quarter
4th quarter
Final Exam
Notes Icons
Term Tabs

figure 20 *Gradebook Grid*

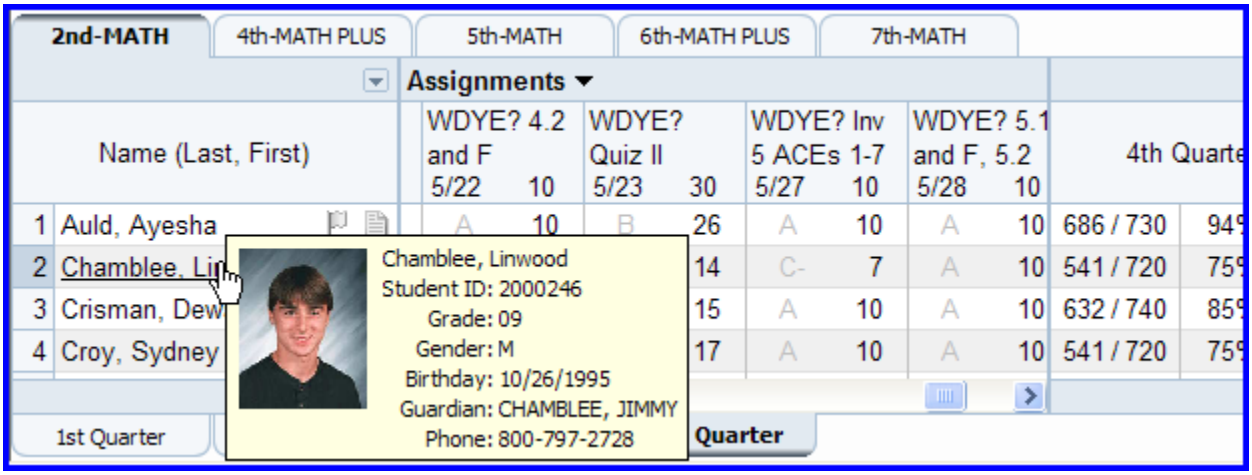

2nd-MATH
4th-MATH PLUS
5th-MATH
6th-MATH PLUS
7th-MATH
Assignments
Name (Last, First)
WDYE? 4.2 and F 5/22 10
WDYE? Quiz II 5/23 30
WDYE? Inv 5 ACEs 1-7 5/27 10
WDYE? 5.1 and F, 5.2 5/28 10
4th Quarte
1 Auld, Ayesha A 10 B 26 A 10 A 10 686 / 730
2 Chamblee, Li... 14 C- 7 A 10 541 / 720
3 Crisman, Dew... 15 A 10 A 10 632 / 740
4 Croy, Sydney 17 A 10 A 10 541 / 720
Chamblee, Linwood
Student ID: 2000246
Grade: 09
Gender: M
Birthday: 10/26/1995
Guardian: CHAMBLEE, JIMMY
Phone: 800-797-2728
1st Quarter
Quarter

figure 21 *Student Demographic Pop-up*

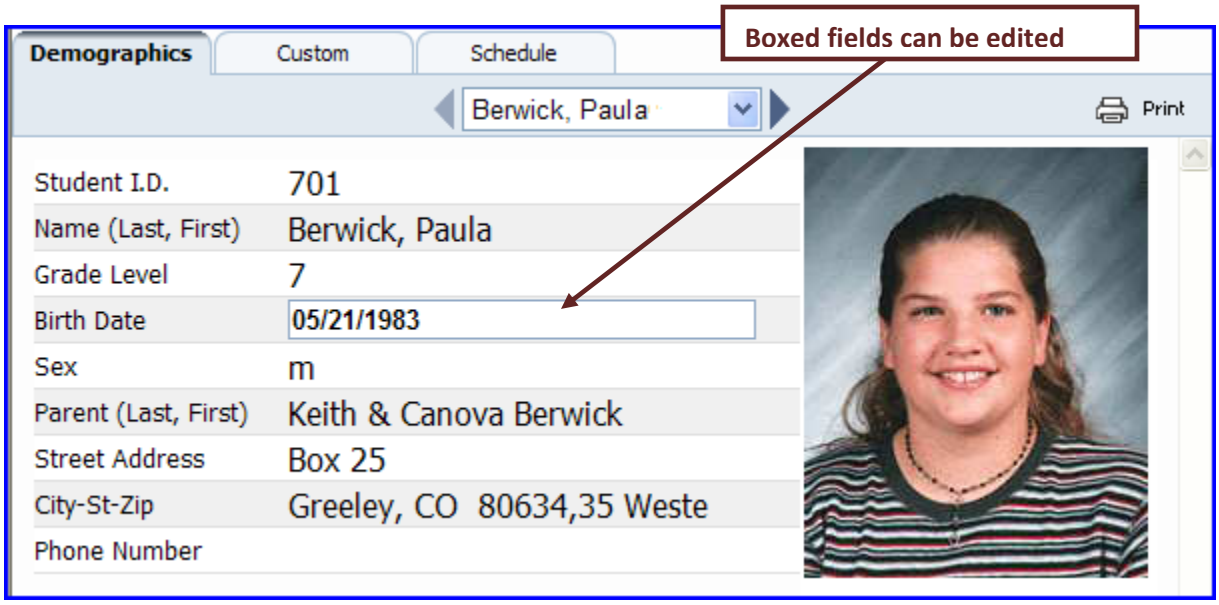


figure 22 *Demographic Tab*

Gradebook Continued

This lesson details the grid area in the "Gradebook Grid" page and introduces the "Quick Grades" page which lets you view one assignment at a time for quick grade entry.

Details

Notes

Grid

Let's take a closer look at the main grid area of the "Gradebook Grid" page. This is where assignments are created (from the **New** button) and where assignment grades are recorded. Each column heading displays the assignment description or title, the due date, and the maximum value assigned. These are pulled from assignment creation fields. (You can learn more about assignment creation in Chapter 4 of this manual.) Sometimes, space limitations cause the assignment title to appear truncated. If you hover your cursor over an assignment heading, you can view the complete title.

Just above the grid is a drop-down arrow. The grid always opens to the **Assignment** option, but if you click this arrow you can change the view to enter **Required Assessment** or **Standards** from the grid. (These are discussed in more detail in Chapter 5.) Finally, notice the column to the far right. This is the results column and shows a calculated grade. The drop-down arrow in the column heading allows you to change the term view.

Quick Grades

"Quick Grades" can be opened from the Gradebook sub-item in the navigation pane. This page shows the standard toolbar with dynamic shortcut buttons to other Pinnacle pages and there is a tab at the top of the page for each course assigned to the instructor who is logged on. It is different from the "Gradebook Grid," in that you cannot create assignments from this page.

Assignments are listed in the field at the top of the table with back / forward directional arrows for you to select other assignments from the list of those created. From within the table you can enter a grade or a score and the application calculates the compliment. For instance, use the Grade drop-down to select a grade and Pinnacle populates a score corresponding to the lowest grade breakpoint. Conversely, you can enter a score and Pinnacle populates the corresponding Grade. Breakpoints for grading are assigned both as part of the assignment creation, and as part of template creation. These topics are discussed in more detail in the *Create Assignments* chapter.

The **Comments** field accepts up to 255 characters. Comments recorded here can be included in reports and are available in the Internet Viewer. When you enter a comment from the "Quick Grades" page, a small red triangle appears in the upper right corner of the corresponding cell of the "Gradebook Grid." This visual cue lets you know that a comment was entered even though you cannot see it from the "Gradebook Grid."

Finally, to complete the review of functionality for this page, notice that like the "Gradebook Grid," this page also includes tabs at the bottom of the page to move from one term, or marking period, to another.

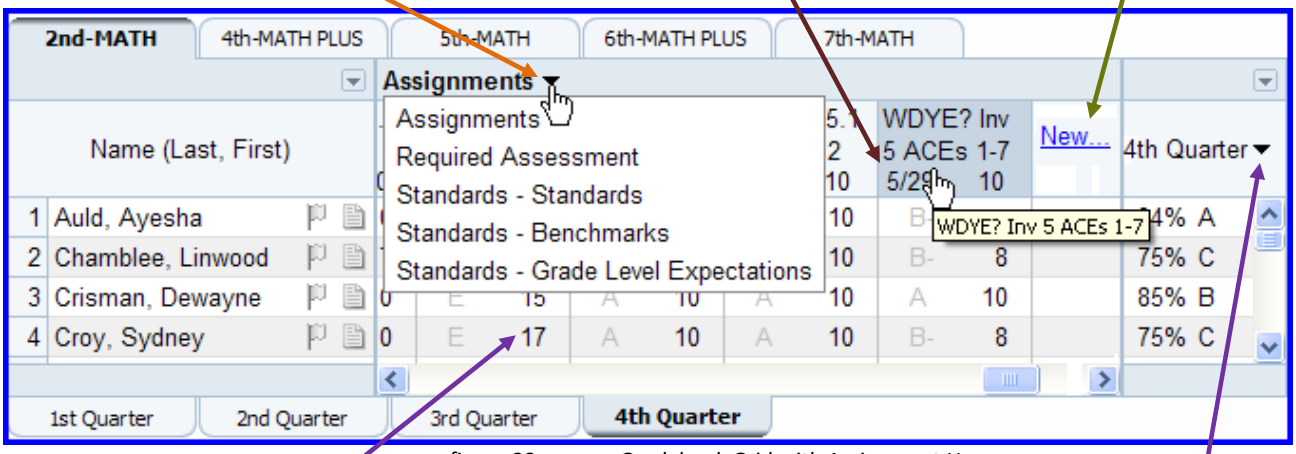


figure 23 *Gradebook Grid with Assignment Hover*

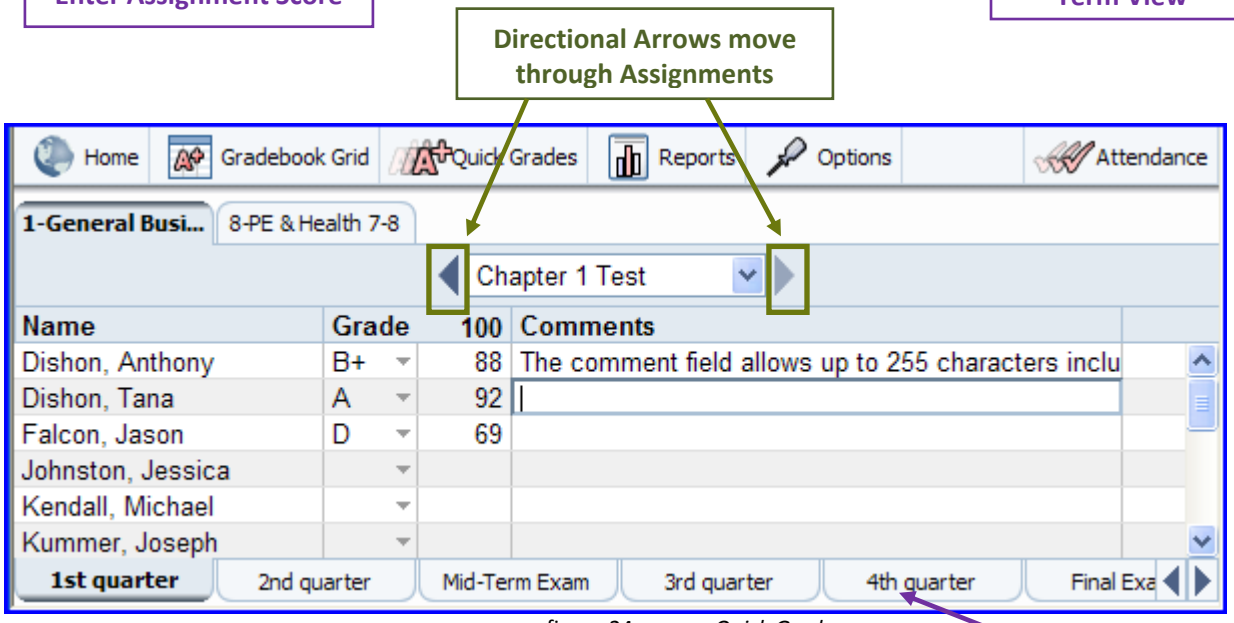


figure 24 *Quick Grades*

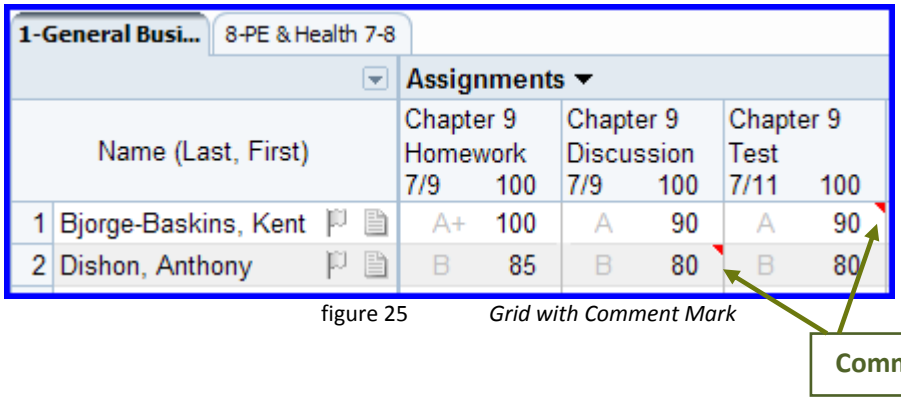

1-General Busi...
8-PE & Health 7-8
Assignments
Name (Last, First)
Chapter 9 Homework 7/9 100
Chapter 9 Discussion 7/9 100
Chapter 9 Test 7/11 100
1 Bjorge-Baskins, Kent A+ 100 A 90 A 90
2 Dishon, Anthony B 85 B 80 B 80
Comment Marks

figure 25 *Grid with Comment Mark*

Exercise 5. Enter Grades

This exercise directs you to enter grades first from within the "Gradebook Grid," and then from "Quick Grades."

Steps

Notes

Step 1. Log on to Pinnacle Web and click **Gradebook** from the navigation pane.

Step 2. Click a tab at the top of the form to select a different course.

Step 3. Locate the first student listed without a recorded grade and click within the assignment cell.

Step 4. Type a score.

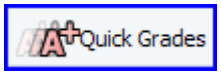
Step 5. Press **Enter** from your keyboard.
Alternately, you can click anywhere outside the cell.

Pinnacle enters the score you typed and shows the corresponding Grade.

Step 6. From the term tabs at the bottom of the page, select a different term.

Step 7. From the calculated grade summary, select to view the Semester grade.

Step 8. From the term tabs click the first term.

Step 9. Click 

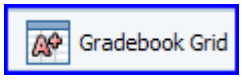
from the toolbar.

Step 10. Use directional arrows to change the assignment.

Step 11. Locate the first student listed without a recorded grade and select a grade from the **Grade** drop-down menu.

Pinnacle assigns the score as the lowest breakpoint for the Grade selected.

Step 12. Click within the **Comments** field for the second student and enter a short comment.

Step 13. Click 

from the toolbar.

Step 14. Locate the second student and notice the red triangle representing a comment entry.

Step 15. Click **Logout**.

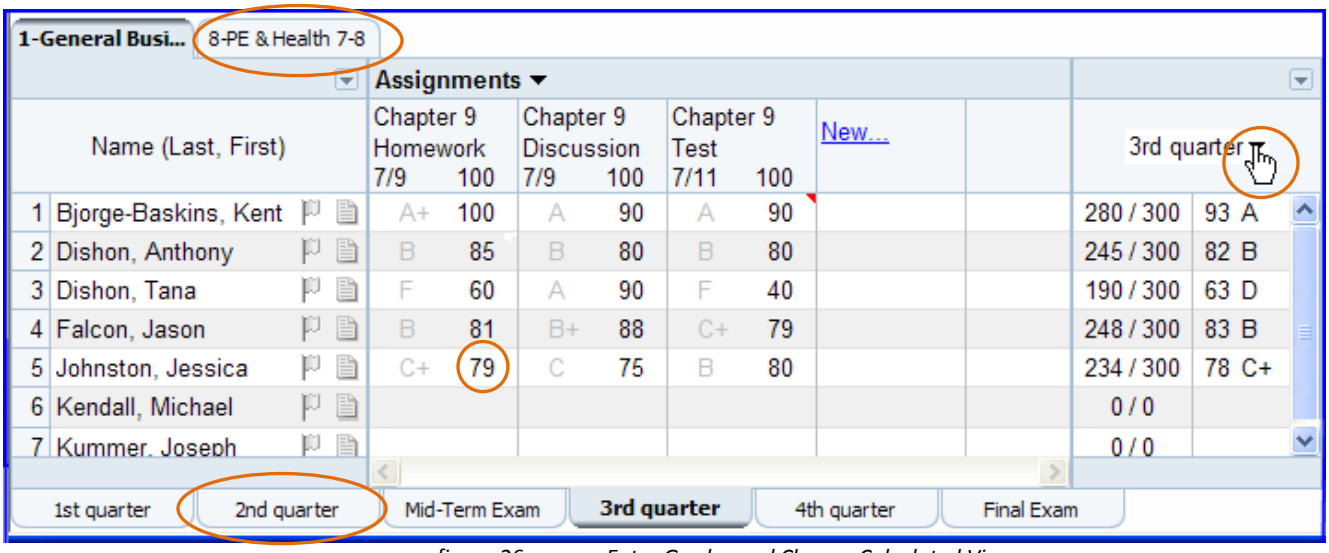

1-General Busi...
8-PE & Health 7-8
Assignments
Name (Last, First)
Chapter 9 Homework 7/9 100
Chapter 9 Discussion 7/9 100
Chapter 9 Test 7/11 100
New...
3rd quarter
1 Bjorge-Baskins, Kent A+ 100 A 90 A 90 280 / 300 93 A
2 Dishon, Anthony B 85 B 80 B 80 245 / 300 82 B
3 Dishon, Tana F 60 A 90 F 40 190 / 300 63 D
4 Falcon, Jason B 81 B+ 88 C+ 79 248 / 300 83 B
5 Johnston, Jessica C+ 79 C 75 B 80 234 / 300 78 C+
6 Kendall, Michael 0 / 0
7 Kummer, Joseph 0 / 0
1st quarter
2nd quarter
Mid-Term Exam
3rd quarter
4th quarter
Final Exam

figure 26 *Enter Grades and Change Calculated View*

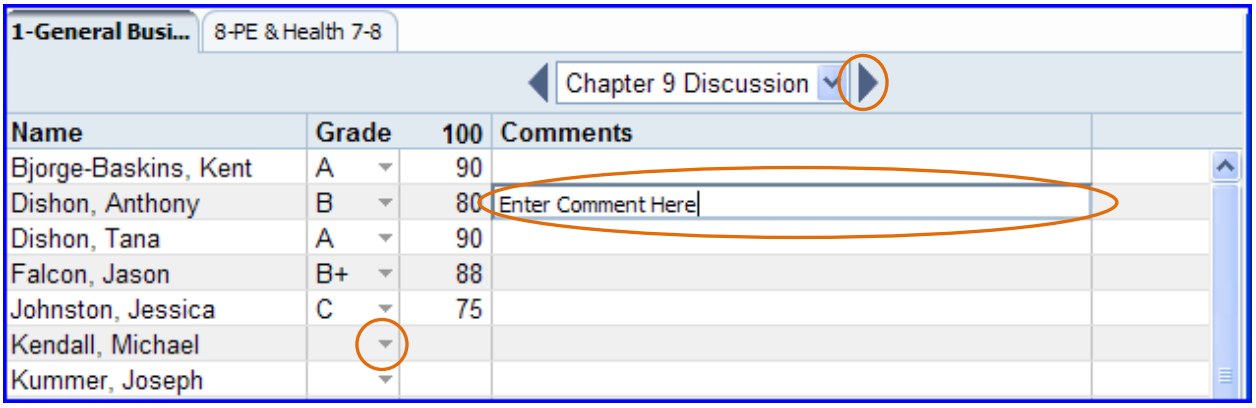


figure 27 *Enter Grades and Comments*

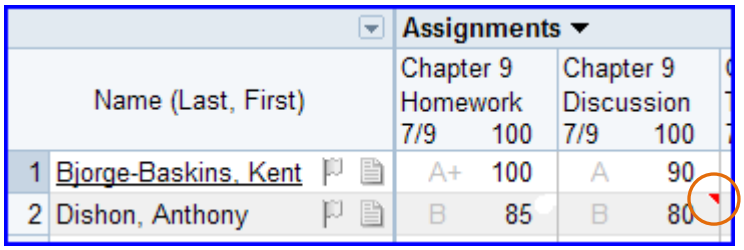

Assignments
Name (Last, First)
Chapter 9 Homework 7/9 100
Chapter 9 Discussion 7/9 100
1 Bjorge-Baskins, Kent A+ 100 A 90
2 Dishon, Anthony B 85 B 80

figure 28 *Comment Mark*

Reports

Reporting is essential for any educational endeavor. Reports help identify issues for students and teachers alike. Pinnacle Web offers a series of standard reports available in one of two formats. HTML reports can be **Previewed** or **Printed**. Crystal reports must be **Run** and the results are stored in "My Reports." All reports can be accessed from the **Reports** category of the navigation pane.

Details

Notes

My Reports

When you click the **Reports** category heading, the "My Reports" page opens. This page displays Crystal reports you have already run. You can quickly open a report from the list, and re-run it to include current data while continuing to use the original parameter settings. Select the report from the listing and click **Update** to re-run. The report remains in your "My Reports" list until you **Delete** it, or until your Pinnacle Administrator runs the end of year utility.

"My Reports" is also handy for longer reports that may take time to compile. You can enter the report request and then logout. When you return, the completed report shows as *Ready* in your "My Reports" list.

New Reports

You can open New Reports from the navigation pane **Reports** menu sub-item, or click the **New** link from the "My Reports" page. This page includes all reports (both HTML and Crystal) available in Pinnacle Web. Click the **+** sign to expand any report type and view reports available. Also, you can click the **Expand All** button to see all reports at once. If this list is too large, click the **Collapse All** button to return to the report type listing.

Click the blue link report name to open the parameters dialog for the specific report. Click the star icon to mark the report as a favorite. **Favorites** appear as the first report type at the top of the "New Reports" page. All other report types are listed alphabetically. To remove a report from the Favorites list, click the gold favorite star icon and the report is still available from the appropriate report type listing, but is removed from **Favorites**.

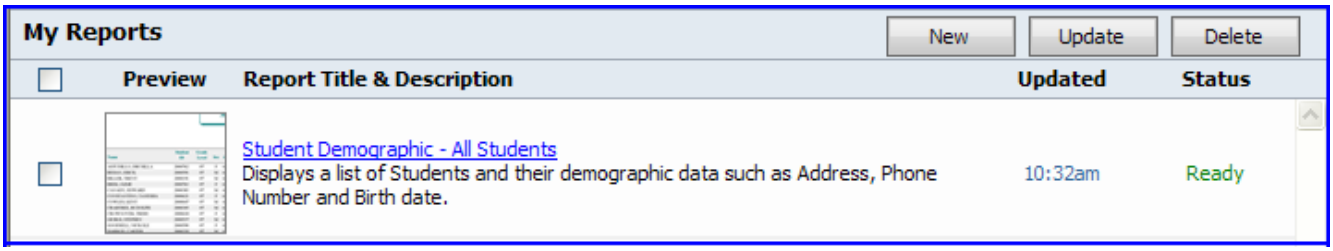


figure 29 *My Reports*

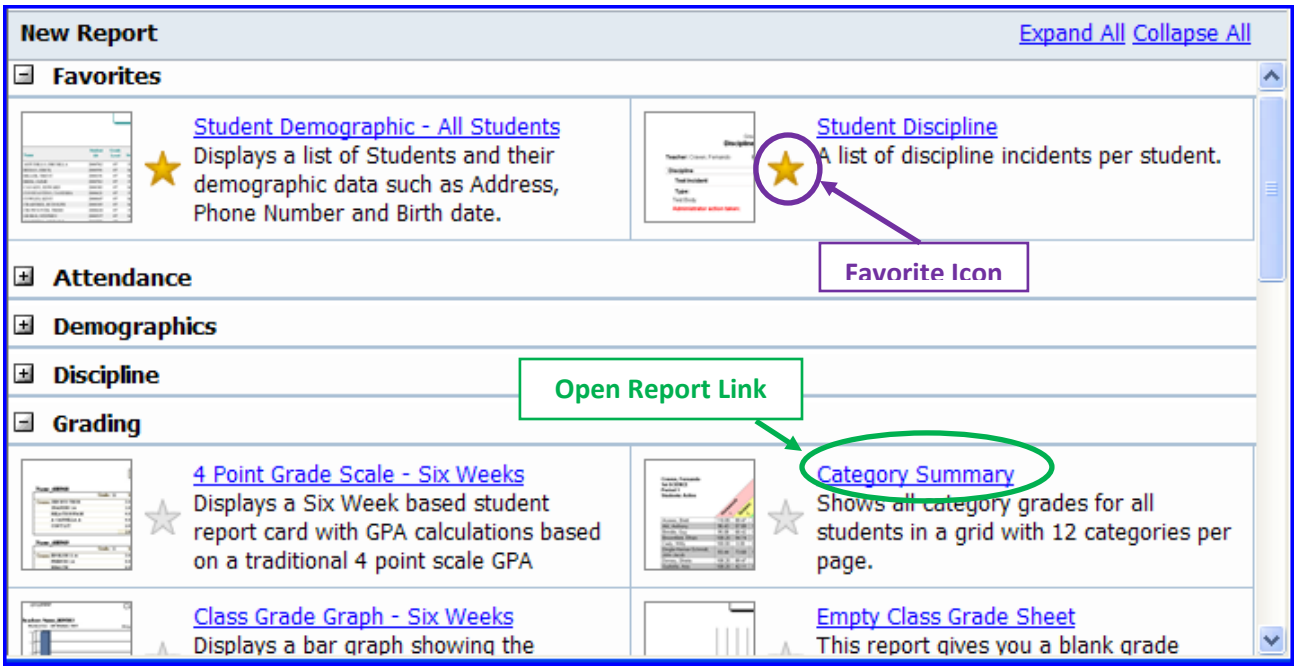

New Report
Expand All
Collapse All
Favorites
Student Demographic - All Students
Displays a list of Students and their demographic data such as Address, Phone Number and Birth date.
Student Discipline
A list of discipline incidents per student.
Favorite Icon
Attendance
Demographics
Discipline
Grading
Open Report Link
4 Point Grade Scale - Six Weeks
Displays a Six Week based student report card with GPA calculations based on a traditional 4 point scale GPA
Category Summary
Shows all category grades for all students in a grid with 12 categories per page.
Class Grade Graph - Six Weeks
Displays a bar graph showing the
Empty Class Grade Sheet
This report gives you a blank grade

figure 30 *New Reports*

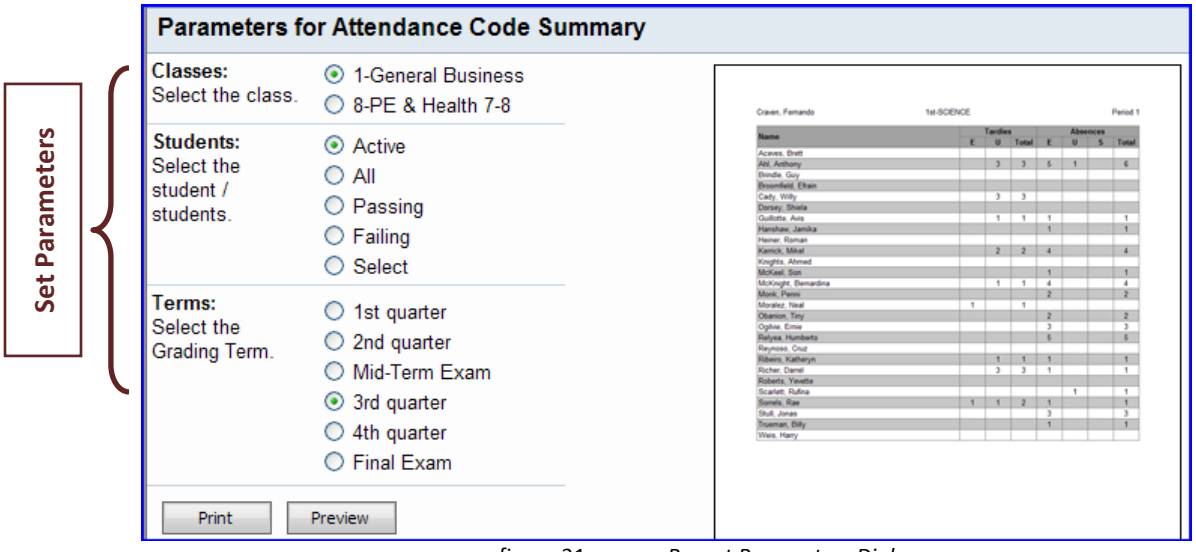


figure 31 *Report Parameters Dialog*

Exercise 6. Crystal Reports: Set Parameters, Run, and Update

This exercise focuses on Reports, how to view them, set parameters, run, and delete them from favorites.

Steps

Notes

Step 1. Log on to Pinnacle and click **New Reports** from the navigation pane.

Step 2. Click the **+** sign to open the **Grading** report type.

Step 3. Click the **Parent Conference Report - Quarter** link to open the report parameters dialog box.

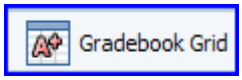
Step 4. From parameters, select a course, and a single student and then click **Run Report**.

Step 5. Record the name of the student and course you selected in step 4 in the Notes margin of this page.

> **Note:** Depending on the report requested and the test database, it may take several seconds before the report is ready.

Step 6. Once the report is ready, click the report name link to view it.

Step 7. Click to close the report viewer.

Step 8. Click 

from the toolbar.

Step 9. Select the course and student you recorded in step 5.

Step 10. Modify one or more scores for the student.

Step 11. Click

from the toolbar.

Step 12. Select the **Parent Conference Report - Quarter** report and click **Update**.

Step 13. Once the report is ready click the report name link to view it.

Notice how the grade changes affected the report.

Step 14. Click to close the report viewer.

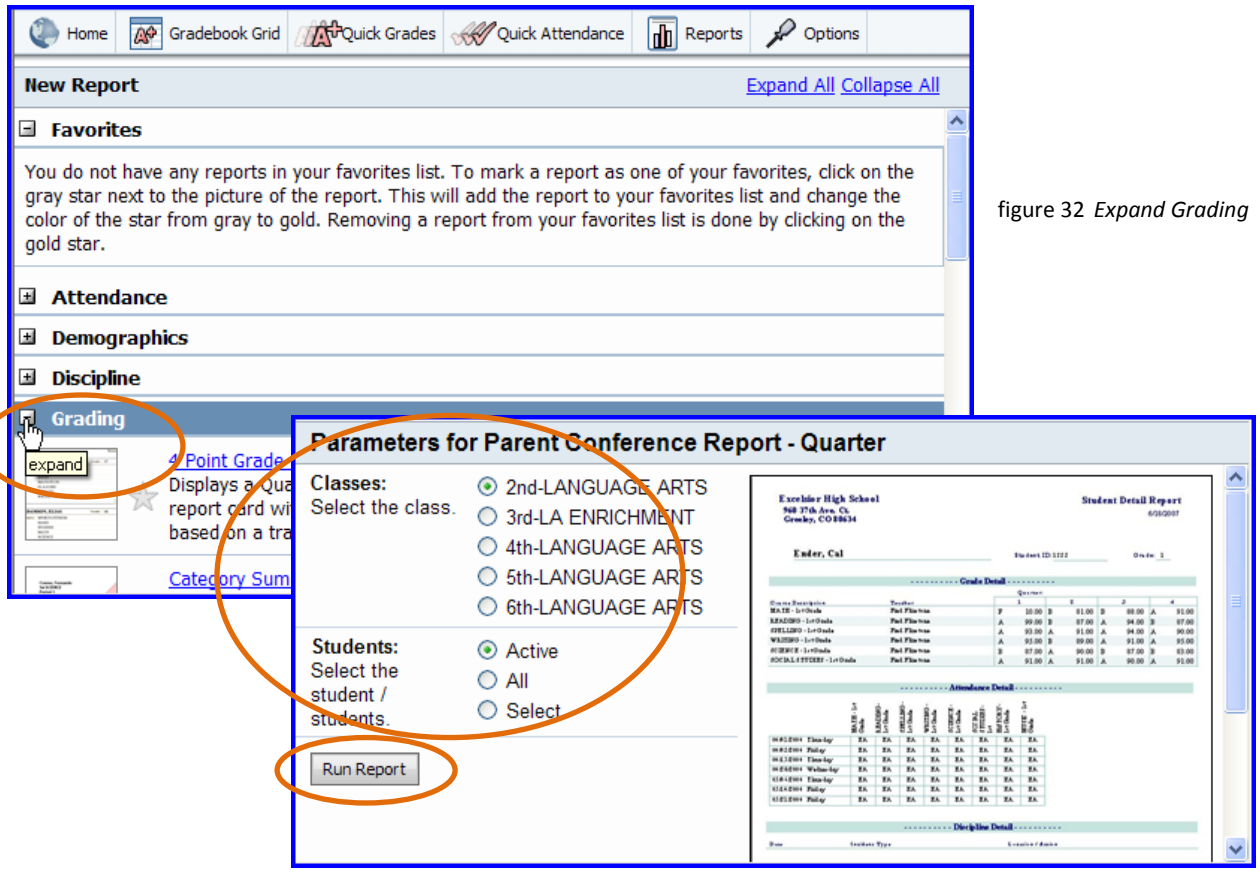

Home
Gradebook Grid
Quick Grades
Quick Attendance
Reports
Options
New Report
Expand All
Collapse All
Favorites
You do not have any reports in your favorites list. To mark a report as one of your favorites, click on the gray star next to the picture of the report. This will add the report to your favorites list and change the color of the star from gray to gold. Removing a report from your favorites list is done by clicking on the gold star.
Attendance
Demographics
Discipline
Grading
expand
Parameters for Parent Conference Report - Quarter
Classes:
Select the class.
2nd-LANGUAGE ARTS
3rd-LA ENRICHMENT
4th-LANGUAGE ARTS
5th-LANGUAGE ARTS
6th-LANGUAGE ARTS
Students:
Select the student / students.
Active
All
Select
Run Report

figure 32 *Expand Grading*

figure 33 *Parent Conference Report Parameters*

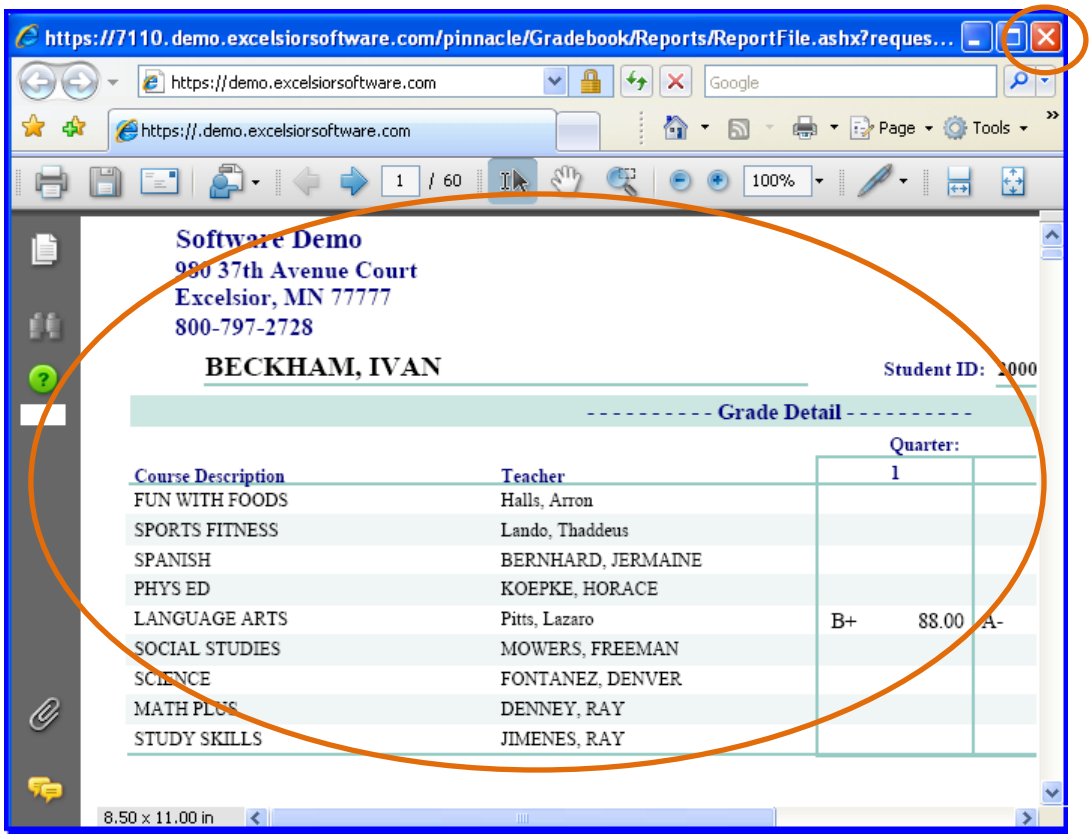


figure 34 *Report Viewer*

Exercise 7. Create and Remove Favorites

This exercise is a continuation of exercise 6. Please continue with the steps below for more practice.

Steps

Notes

Step 15. Select a report.

Step 16. Click **Delete** to remove the report from "My Reports."

Step 17. Click **New**.

Step 18. Click the **Expand All** link from the top of the page.

Step 19. Scroll to see all the reports available and then click **Collapse All**.

Step 20. Click the **+** sign to open the **Attendance** report type.

Step 21. Locate the **Attendance Code Summary** report and click .

Step 22. Expand the **Favorites** and notice that the **Attendance Code Summary** is added.

Step 23. Expand the **Attendance** report type and notice that the **Attendance Code Summary** report is listed in both the report type and in **Favorites.**

Step 24. Click the **Attendance Code Summary** link to open the report parameters dialog box.

Step 25. Select parameters and click **Preview**.

Step 26. Click to close the viewer.

Step 27. Click **Home** from the toolbar and then click **New Report** from the navigation pane.

Step 28. From the Favorites, locate a report

Step 29. Now, click to remove the report from Favorites.

Step 30. Expand the **Attendance** report type and search for the reports you removed from favorites. Notice that the report is still available.

Step 31. Click **Logout**.

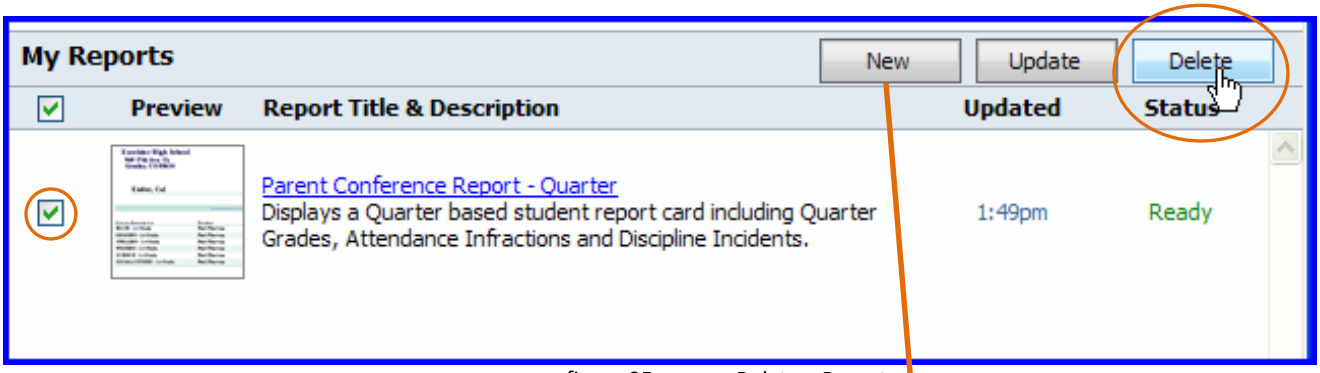


figure 35 *Delete a Report*

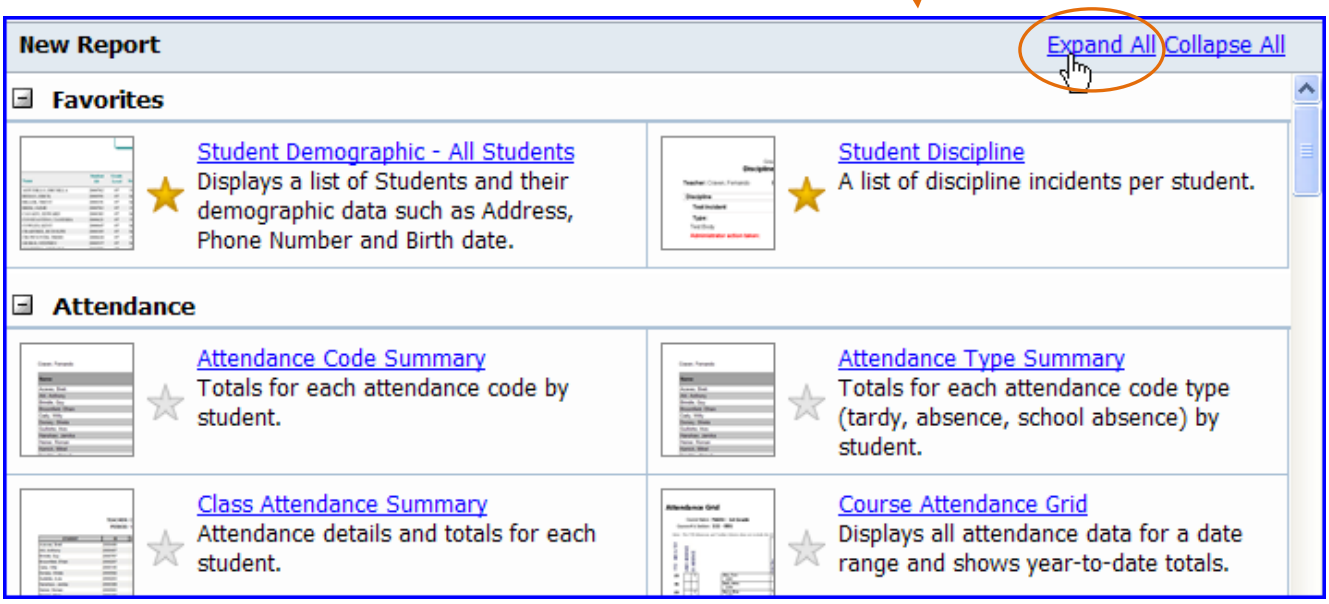

New Report
Expand All
Collapse All
Favorites
Student Demographic - All Students
Displays a list of Students and their demographic data such as Address, Phone Number and Birth date.
Student Discipline
A list of discipline incidents per student.
Attendance
Attendance Code Summary
Totals for each attendance code by student.
Attendance Type Summary
Totals for each attendance code type (tardy, absence, school absence) by student.
Class Attendance Summary
Attendance details and totals for each student.
Course Attendance Grid
Displays all attendance data for a date range and shows year-to-date totals.

figure 36 *Expand All Reports*

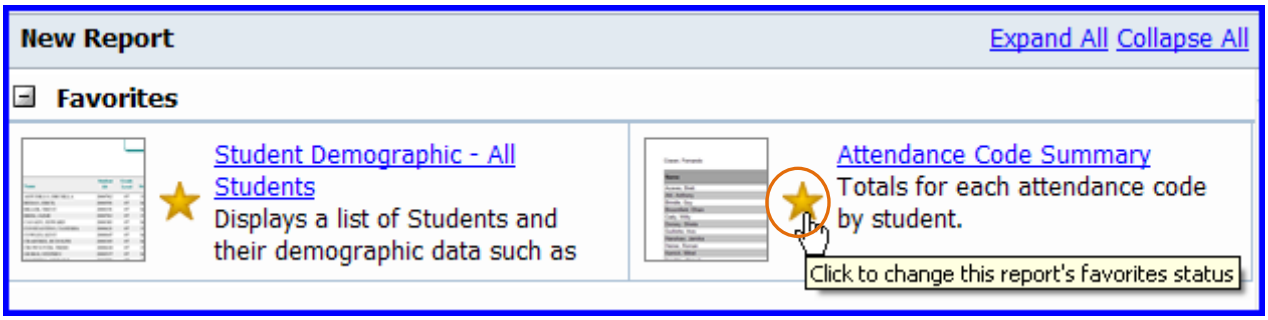

New Report
Expand All
Collapse All
Favorites
Student Demographic - All Students
Displays a list of Students and their demographic data such as
Attendance Code Summary
Totals for each attendance code by student.
Click to change this report's favorites status

figure 37 *Remove Report from Favorites*

Lesson 2. Review

Use the answer form on the following page to record the most accurate answer for each question.

1) You must remember your old password in order to use the **Change Password** feature.
    A. True
    B. False
2) You must click the lock icon to unlock a field for editing.
    A. True
    B. False
3) To create a new attendance code:
    A. Right-click within an attendance cell and select **New**.
    B. Right-click **Attendance** from the navigation pane and select **New**.
    C. Ask the Attendance Manager or Pinnacle Administrator to enter a new code.
4) Smart Date is a program feature that:
    A. Allows you to enter textual cues such as 'Next Friday.'
    B. Defaults to the current date.
    C. Opens a Date Picker tool.
5) You enter attendance from the "Attendance Grid."
    A. True
    B. False
6) Student Demographics.
    A. Can be edited by any teacher.
    B. Include select boxed fields that can be edited by any teacher who has the student listed in his or her class roster.
    C. Are imported from your Pinnacle Administrator records.
7) You can create assignments from either the "Quick Grades" page or the "Gradebook Grid" page.
    A. True
    B. False
8) A list of all available reports can be found on the "New Reports" page.
    A. True
    B. False

Name _____ Class _____ Date _____

Bubble Answer Sheet

	A	B	●	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D
9.	A	B	C	D

Chapter 3

Advanced Attendance

Objectives

This chapter addresses some additional information about attendance taking. Most schools place this responsibility with the instructor and allow an Attendance Manager to monitor and edit instructor submitted course attendance records. However, Pinnacle Web allows schools great flexibility with this configuration. More configuration information can be found in the Pinnacle Administrator training manual. The focus for this chapter includes typical instructor responsibilities only.

The following concepts are introduced:

- Positive Attendance taking
- Negative Attendance taking
- Overwrite Attendance Authority
- Locks for Past Attendance edits
- Create a Seating Chart
- Random Seating
- Edit a Seating Chart

More about Attendance

The Pinnacle Web configuration your school has selected determines the level of attendance responsibility expected of instructors. These advanced attendance issues include, who can make final attendance changes, how far in the past changes can be made, and how attendance is taken.

Details

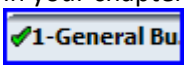
Notes

Positive Attendance

Positive attendance implies that an attendance code must be entered for every student listed in your course roster. The **All Present** button, if available[1], can be a handy tool for this. To save time, first mark all absences, and then click the **All Present** button. Only those student cells without an attendance code are populated with the *present* code.

Negative Attendance

Negative attendance means you need to enter a code only for students not present. This approach assumes most students are present most of the time and saves wasting unnecessary class time to take roll. Of course, if everyone is present, you will not enter any attendance codes. How, you may wonder, will the application know if you even took roll?

Did you notice the little green checkmark that appeared when you entered attendance in your chapter 2 lessons? When any attendance is taken, a green check mark 

appears in the course tab. This is a visual cue indicating to you that attendance was taken. It appears only when attendance is entered for the current day and it also triggers the application to tell the attendance manager that attendance was taken. If your school uses a negative attendance approach, the **All Present** button must be made available for you to use to indicate that you did take roll and no one was absent.

Overwrite Attendance

Your Pinnacle Administrator has three options s/he can set for attendance controls.

- Any codes entered or edited by the Attendance Clerk **cannot** be changed by an instructor.
- Any codes entered or edited by the Attendance Clerk **can** be changed by an instructor.
- Any codes entered or edited by the Attendance Clerk **can** be changed by an instructor **ONLY** if a positive (present) code is used to replace.

Past Attendance Locks

Your Pinnacle Administrator may allow attendance edits for all days within the term, or s/he may limit how many days in the past you can edit attendance. Locked days display the lock icon in the "Attendance Grid," and attendance codes are grey and unavailable in "Quick Attendance."

[1] Your Pinnacle Administrator may select to remove this button.

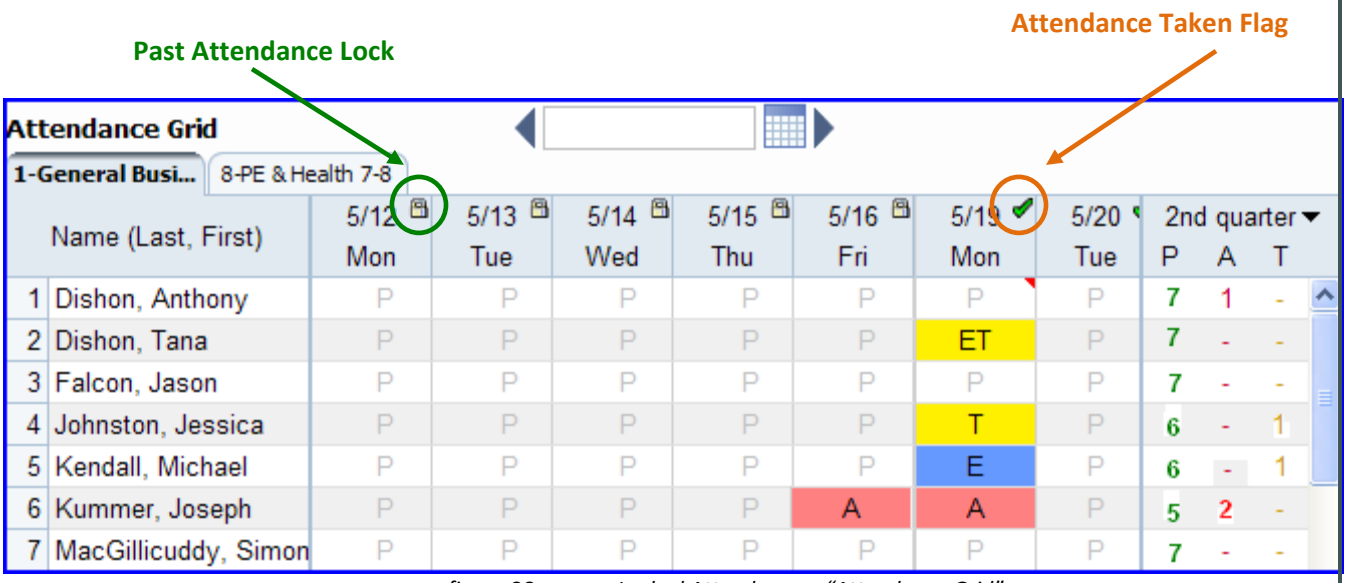


figure 38 *Locked Attendance – "Attendance Grid"*

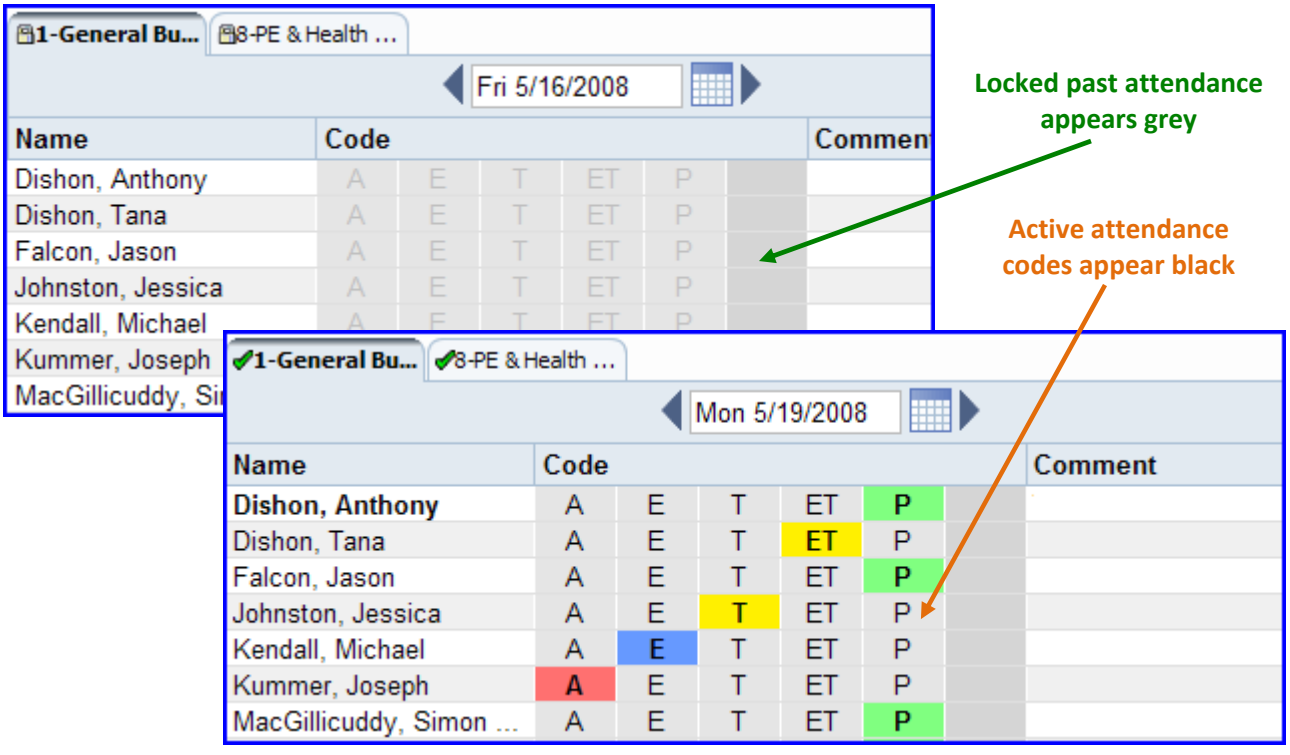


figure 39 *Locked Attendance – "Quick Attendance"*

More about the Seating Chart

As mentioned in chapter 2, a seating chart must be created and saved before you can use it to take attendance. This lesson explains how to create a seating chart.

Details

Notes

Create a Seating Chart

The first time you open a class tab from the "Seating Chart" task page, the page is organized into two panes. The left pane is labeled **Students** and shows an alphabetical display of student school photos or photo place holders. The right pane, displays a grid.

To create a seating chart, click a photo and hold the mouse button as you drag the photo to a location on the grid; then, release the mouse. The photo aligns with the nearest grid lines. This process is called drag-and-drop. Continue to drag-and-drop photos until the **Student** pane is empty.

> **Note:** If you do not assign all students to a seat on the grid, you cannot use the chart for attendance. Instead, when you attempt to open the chart, it will default to the edit mode until all students have been added to the grid.

Using the grid allows you to arrange the seating chart to match the configuration of your room. Not all classes are seated in rows. Some classrooms use tables. When you have placed all students in the chart, click the **Save Chart** button. This chart is assigned for the duration of the class, or until you edit to create a new one.

Random Seating

To create a random seating chart, first create a seating chart. It does not matter where students are seated, but the physical location of seats should match your room configuration. Once a chart is saved, click the **Shuffle Chart** button just above the seating grid. The application retains the seating arrangement you created, but moves students to a random seating order. Click **Save Chart**.

> **Note:** You can use the Shuffle Chart to create a random order and then make manual changes for specific students if needed.

Edit a Seating Chart

You can make changes to a seating chart at any time. Click the **Edit** button and the page returns to the two pane display. Remember to **Save Chart** when you have completed your edits. When you change the seating chart, the new chart replaces the old one. That means that even for previous days with attendance records, when you view the seating chart for that day, it will display the current seating chart, not the one used that day.

The application does not keep copies of former seating charts, but you can **Print** a copy of a seating chart before you make changes if you need to keep a record.

Click the Shuffle Chart button after a chart is created to move students at random

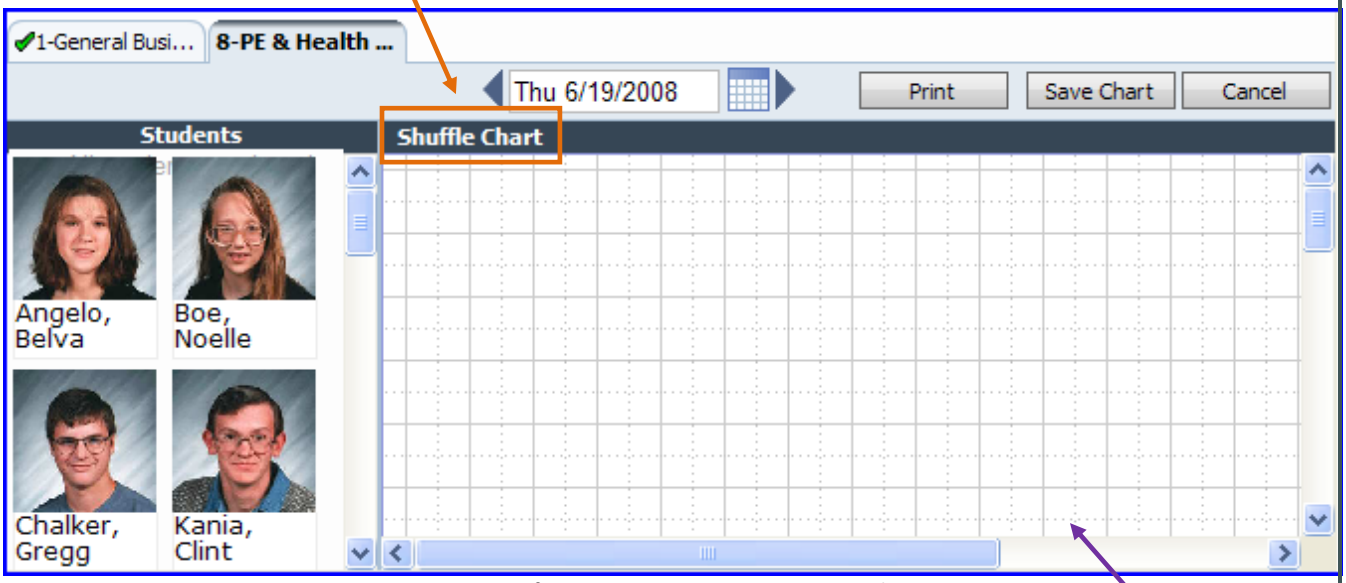


figure 40 *Create a Seating Chart*

Students Pane

Grid

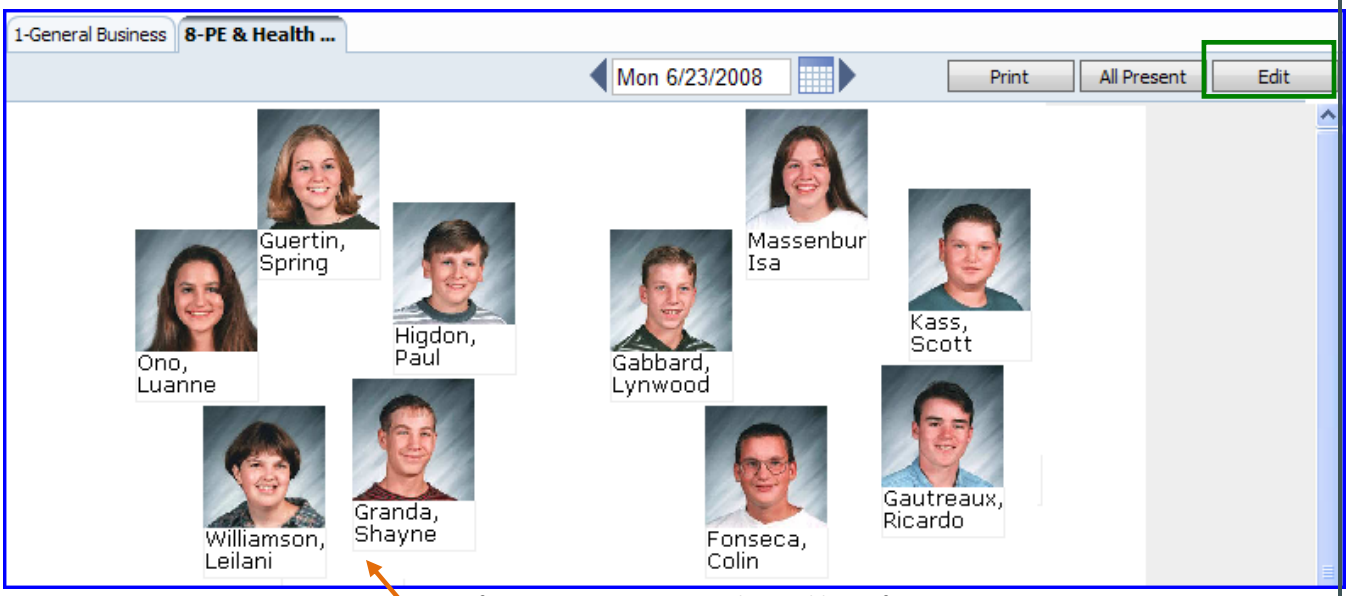


figure 41 *Seating Chart Table Configuration*

Seating charts are not required to be arranged in rows

Exercise 8. Advanced Attendance Tasks

This exercise lets you view locked attendance and work with seating chart creation.

Steps

Notes

Step 1. Log on to Pinnacle Web and click **Attendance** from the navigation pane.

Step 2. Record three students absent and one tardy.

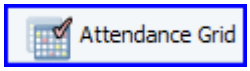
Notice the green check mark attendance flag.

Step 3. Click **All Present**.

Notice that the students from step 2 did not change.

Step 4. Change the date to a Sunday and attempt to enter a **Present** code for the first student.

Notice that the attendance codes are grey an unavailable. Attendance is only available for school days, though your Pinnacle Administrator can select to make weekends available for attendance if required.

Step 5. Click 

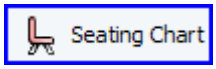
from the toolbar.

Notice weekends are not included in the grid.

Step 6. Use the Date picker to view two weeks earlier.

Notice the attendance locks.

Step 7. Click the third course tab.

Step 8. Click 

from the toolbar.

Step 9. Drag and drop each student photo from the **Students** pane to the **Shuffle Chart** pane.

Step 10. When the **Students** pane is empty, click **Save Chart**.

The application displays the "Seating Chart" page with the chart you created.

Step 11. In the *Notes* margin of this page record names of the students in the first two seats.

Step 12. Use your directional arrows to view one week earlier.

Step 13. Click **Edit**.

Step 14. Click **Shuffle Chart**.

Step 15. Click **Save Chart**.

Compare the names of the students in the first two seats against the names you recorded in step9.

Step 16. Click **Logout**.

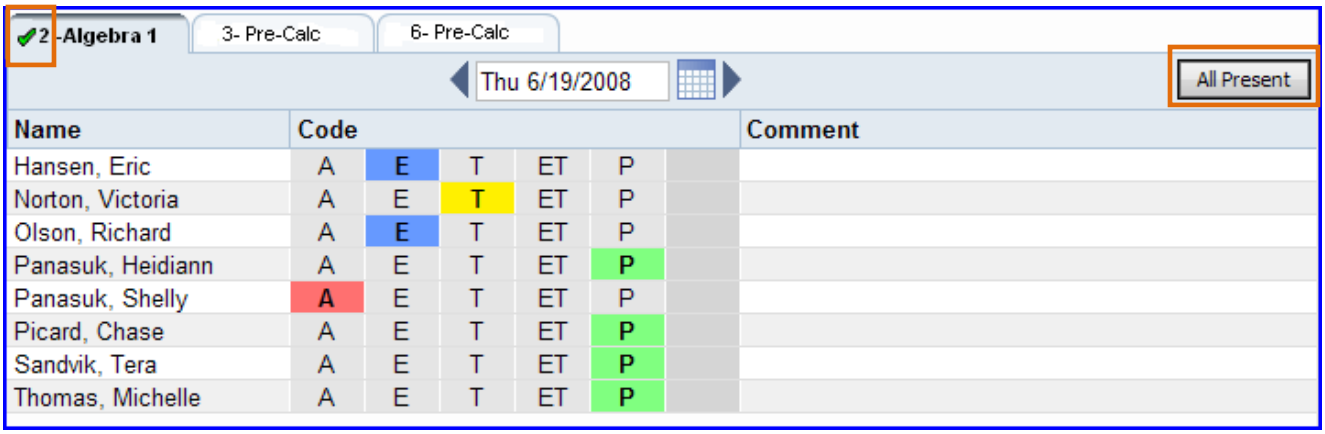

2 -Algebra 1
3- Pre-Calc
6- Pre-Calc
Thu 6/19/2008
All Present
Name
Code
Comment
Hansen, Eric A E T ET P
Norton, Victoria A E T ET P
Olson, Richard A E T ET P
Panasuk, Heidiann A E T ET P
Panasuk, Shelly A E T ET P
Picard, Chase A E T ET P
Sandvik, Tera A E T ET P
Thomas, Michelle A E T ET P

figure 42 *Positive Attendance*

Attendance codes are only available for assigned school days

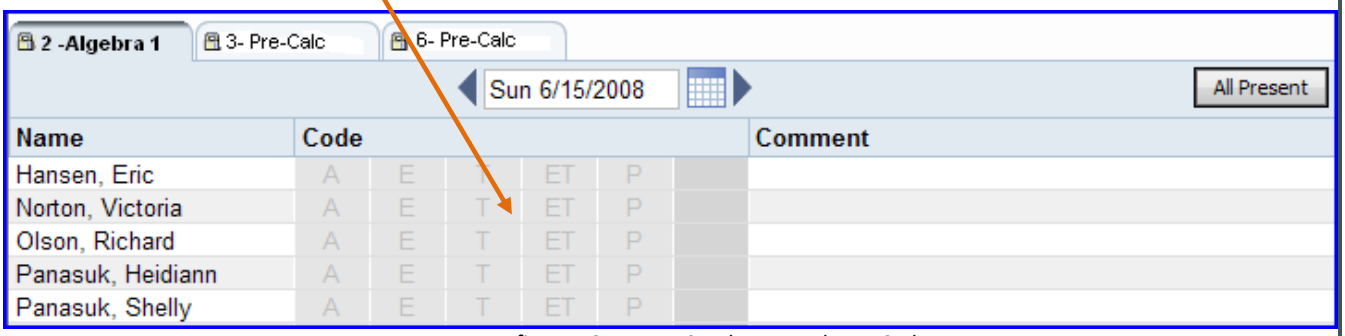


figure 43 *Sunday Attendance Codes*

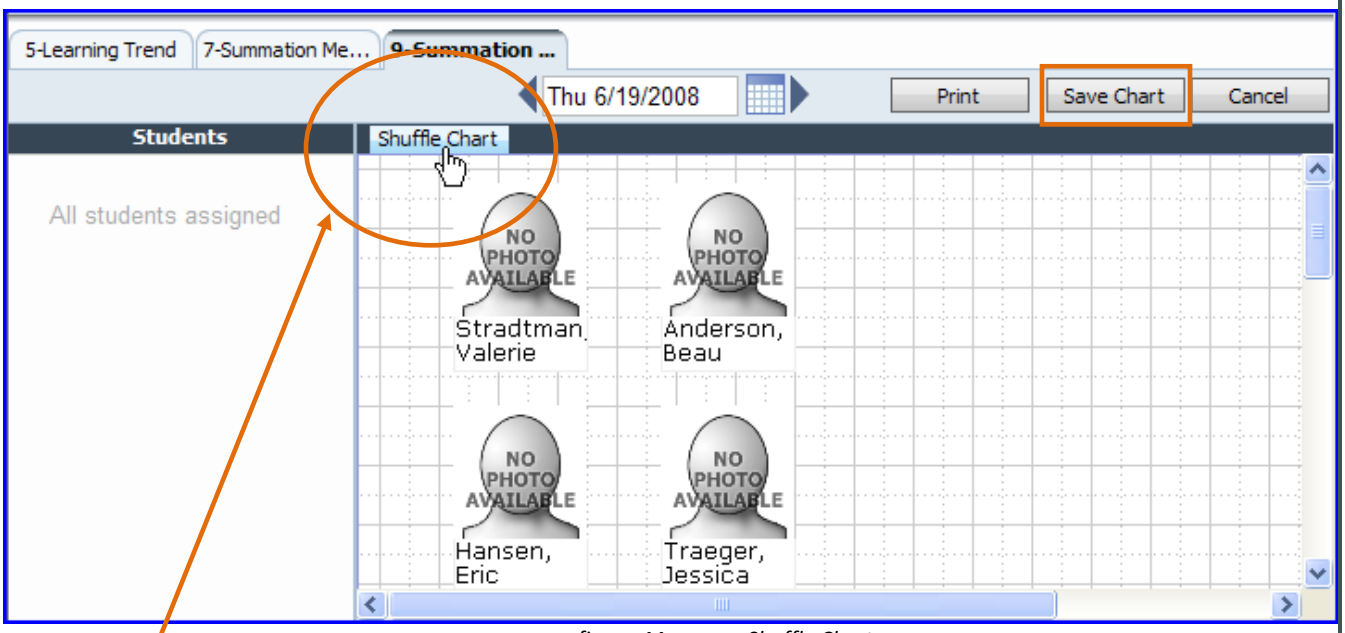


figure 44 *Shuffle Chart*

Use the Shuffle Chart button to create an objective seating arrangement

Lesson 3. Review

Use the answer form on the following page to record the most accurate answer for each question.

1) Positive attendance requires an attendance code be entered for every student on the course roster.
    A. True
    B. False
2) If your school uses a Negative attendance approach and all students are present, you do not need to record attendance.
    A. True
    B. False
3) Attendance Overwrite authority is determined by the Attendance Manager:
    A. True
    B. False
4) How many days in the past can you edit attendance codes?
    A. Only the Attendance Manager can edit past attendance codes.
    B. The Pinnacle Administrator sets the number of days allowed for past edits.
    C. One school week.
5) Seating Charts are created by:
    A. Pinnacle Administrators
    B. Attendance Managers
    C. Course Instructors
6) The **Shuffle Chart** function reassigns students into evenly dispersed rows.
    A. True
    B. False
7) Seating Charts can be edited at any time during a term.
    A. True
    B. False
8) Old Seating Charts are saved with attendance records.
    A. True
    B. False

Name _____ Class _____ Date _____

Bubble Answer Sheet

(A) (B) (●) (D)

1. (A) (B) (C) (D)
2. (A) (B) (C) (D)
3. (A) (B) (C) (D)
4. (A) (B) (C) (D)
5. (A) (B) (C) (D)
6. (A) (B) (C) (D)
7. (A) (B) (C) (D)
8. (A) (B) (C) (D)

Chapter 4

Create Assignments

Objectives

This chapter addresses all the criteria used to create assignments. Each instructor is responsible for creating assignments for each course s/he teaches. This can be a simple task using given grading scales and setting all assignments equal toward determining the term grade. Or, this can be a complex but very accurate task creating and assigning custom grading scales to assignments, weighting assignments, categorizing assignments, and weighting categories. This chapter identifies all criteria involved with assignment creation and explains how each piece functions.

The following concepts are introduced:

- Create Categories for assignments
- Weighting Categories
- View Grading Scales
- View Terms
- Create assignments from the Assignment Dialog box
- Maximum Value and Grading Scales
- Assignment Weights
- Extra Credit
- Class Options Narrative Tab
- Class Options Classes Tab

Defining an Assignment

The Assignment creation box can be opened from the **New** link available on the "Gradebook Grid" page. This dialog displays four tabs: Assignment, Narrative, Objectives, and Classes.

Details

Notes

Assignment Tab

This tab includes several fields. The **Description** you enter acts as the assignment title. The **Grading Scale** you select from the drop-down list applies only to this assignment. To set the **Date Assigned** and **Date Due**, you can enter a date, use the Date Picker, or enter a smart date (for example, Next Friday).

Max Value

The **Max Value** field should support the Grading Scale you select. For example, if you are using a standard rubric scale 4, 3, 2, 1 with corresponding letter grades of A, PP, P, U, then you should enter a **Max Value** of 4 not 100.

Weight

An assignment must include a weight if it is to be calculated toward the student course grade. It is recommended to assign a weight of one. If you enter a value other than one, the score earned for the assignment is multiplied by the weight you assign before any other calculations are run. If you do not assign a weight, the assignment score is not included in the final course grade.

Extra Credit

The **Extra Credit** check box should be used only if the *assignment* is an extra credit assignment. If you are including *bonus points* for extra credit on an assignment, you should not select the **Extra Credit** check box.

> **Note:** When the **Extra Credit** check box is used, it is suggested that a special grading scale be included so the letter grade for extra credit is relevant.

Narrative Tab

This optional field allows you to enter a description that can be shared in reports viewed by parents and students from the "Internet Viewer."

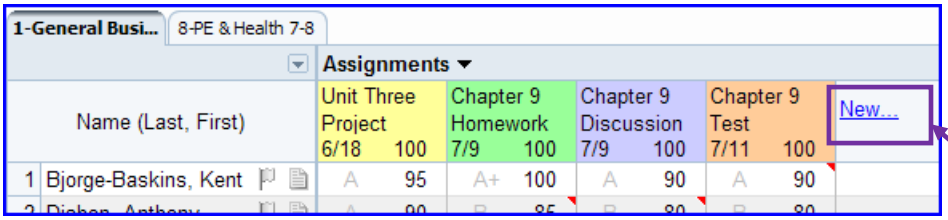
Objectives Tab

The Objectives tab allows you to link pre-defined objectives to assignments. Choose an objective from the **Available** section and either drag it to the **Selected** section or click **Add**.

> **Note:** This tab displays only if objectives are linked to the course.

Classes Tab

Before saving a new assignment, select additional class listings from the **Classes** tab to duplicate the assignment in multiple classes.



This opens the Assignment creation box

figure 45 *Click New to Open Assignment creation box*

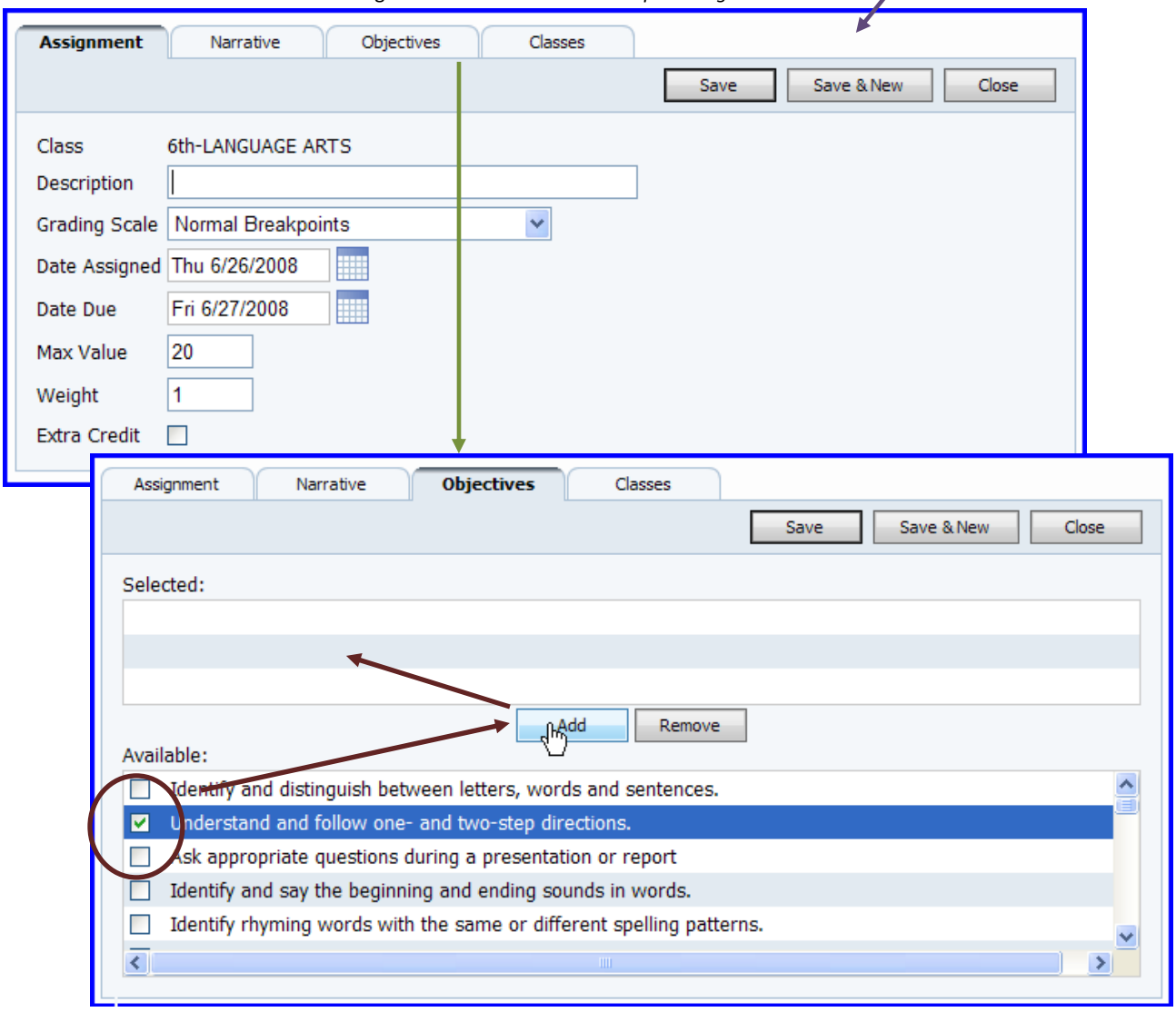
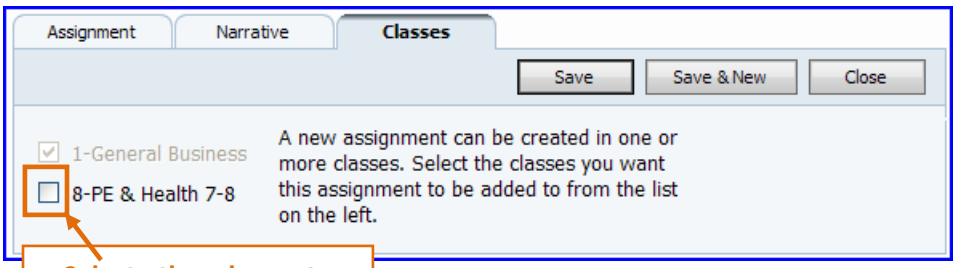


figure 46 *Assignment and Objectives Tabs*


Assignment
Narrative
Classes
Save
Save & New
Close
1-General Business
8-PE & Health 7-8
A new assignment can be created in one or more classes. Select the classes you want this assignment to be added to from the list on the left.

Select other classes to use the assignment

figure 47 *Assignment creation box Classes Tab*

The Objectives tab only displays if objectives are linked to the class.

About Assignments

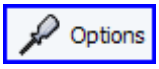
Creating assignments is the most complex of tasks presented in this manual. It involves setting configurations from two different dialog boxes. First, you must revisit the **Options** menu, this time focusing on the last three "Class Options" tabs. The second set of configurations is entered in the "Assignment" box. Both of these boxes include additional tabs. Topics such as Categories, Grading Scales, Maximum Value, and Weight are all relevant to assignments. This lesson explains the role each of these fields plays and also describes supporting criteria.

Details

Notes

Class Options

Before creating specific assignments, general assignment decisions must be made and the application must be configured properly to support those decisions. Specifically, you must decide if you want to use the *category* feature to organize your assignments and if you want those categories to carry a weight when being computed toward a final grade. You need to decide if you will accept extra credit and if so, how you want to calculate that score. Also, some schools allow instructors to create their own grading scales. These scales are used for assignment grades only; however, if this option is available, this is another configuration that must be set before Assignments are created. All of these items are configured from the "Class Options" dialog box.

Class Options can be opened from the sub-item listed under the **Options** category in the navigation pane, or from the 

button found on any Gradebook toolbar. This dialog box displays five tabs: General, Narrative, Categories, Scales, and Terms. At the top of each tab a course field appears with directional arrows that allow you to select any course listed for the designated instructor.

Both the **General** and the **Narrative** tabs were introduced in the ***Getting Started*** lesson and will not be covered here. Please review page 10 to refresh your knowledge of these tabs.

Categories

Categories serve two purposes. The most obvious purpose is organization. When you assign categories to your assignments, you have the option to use color to add a visual cue to your gradebook. These tools can help you to quickly assess what units or which areas of work you want to address.

The second purpose relates to grading. You can select to weight some assignments heavier than others. Maybe you would like homework to count toward a larger portion of the final grade, or maybe you believe unit tests reveal more about a student's proficiency in a given skill. If you want to create a weighted grading scenario, you must first determine how to categorize assignments. Then, you can assign weights to each category.

> **Note:** If you select to categorize your assignments, a **Category** field is also added to the **Assignment** tab in the "Assignment" creation box.

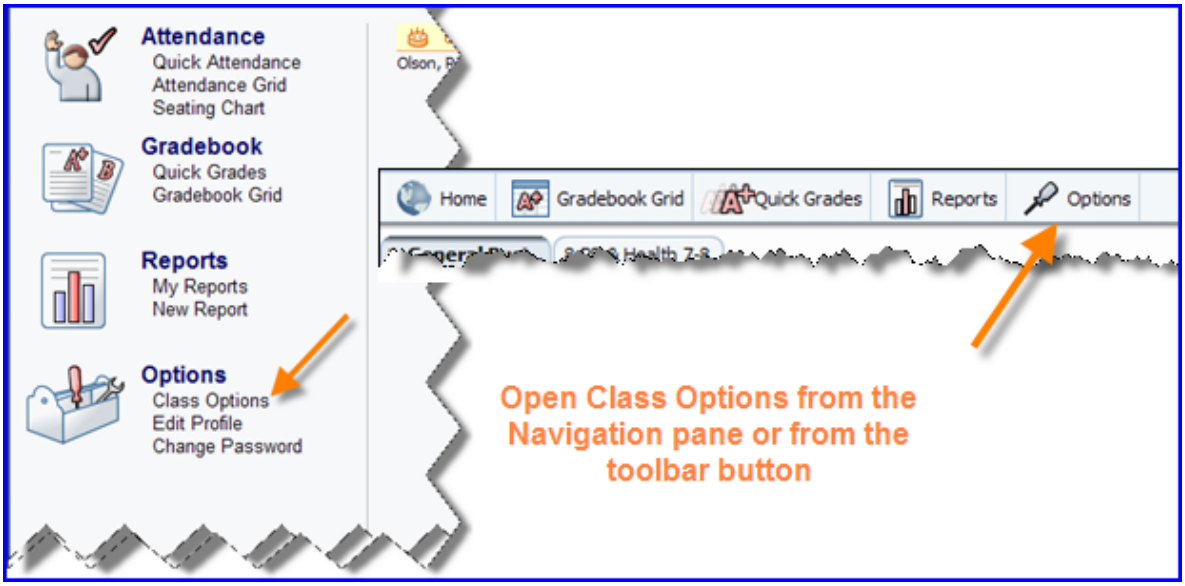


figure 48 *Open Class Options*

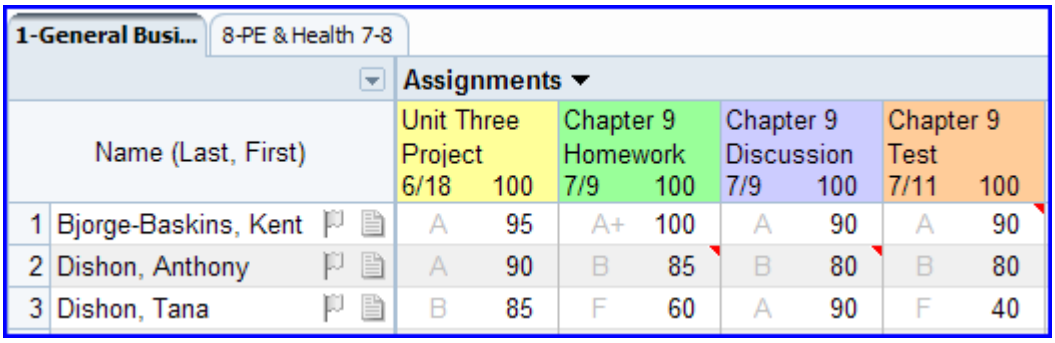

1-General Busi...
8-PE & Health 7-8
Assignments
Name (Last, First)
Unit Three Project 6/18 100
Chapter 9 Homework 7/9 100
Chapter 9 Discussion 7/9 100
Chapter 9 Test 7/11 100
1 Bjorge-Baskins, Kent A 95 A+ 100 A 90 A 90
2 Dishon, Anthony A 90 B 85 B 80 B 80
3 Dishon, Tana B 85 F 60 A 90 F 40

figure 49 *Sample of Gradebook using Categories*

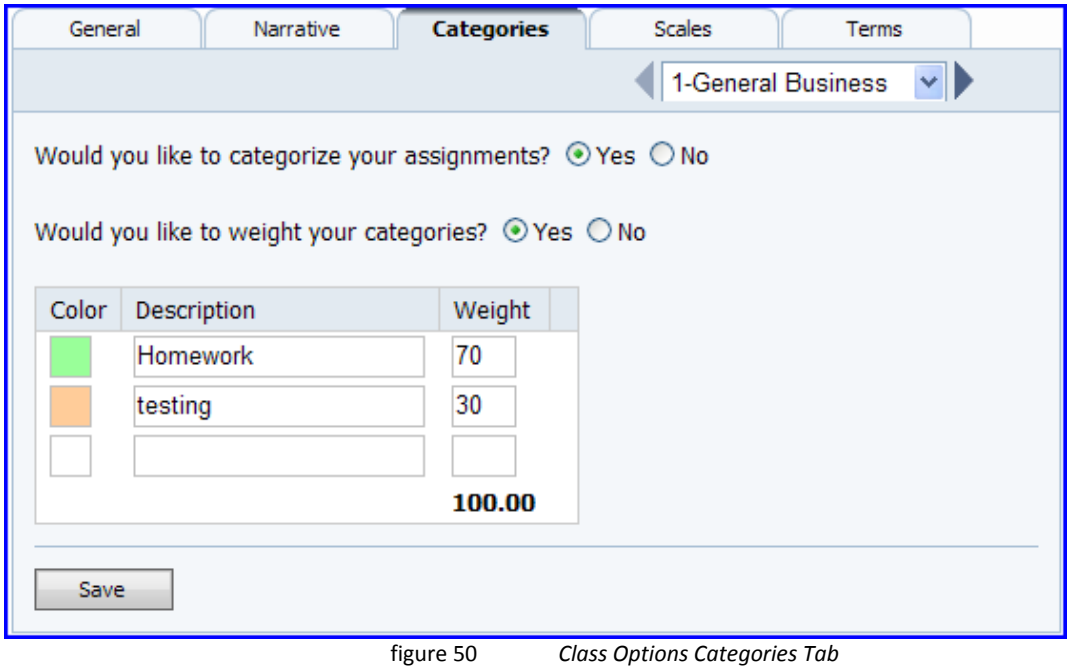


figure 50 *Class Options Categories Tab*

Assignments Continued

Categories and weights can play an important role in final grade calculations. This page offers more detail for these configurations. The **Scales** and **Terms** tabs descriptions complete the **Class Option** dialog box review.

Details

Notes

Weighted Category Calculations

Weighted Categories can cause Pinnacle to correctly calculate a term grade producing a result that may be unexpected. To help avoid such surprises, let us review how weighted categories are calculated.

Categories are calculated by multiplying the assigned weight of the category times the final result for all assignments within the category. Once you have a result for each category, all results are added and then divided by the sum of category weights to produce a final term grade.

Does that sound confusing? Let us look at a practical example. Suppose assignments are divided into four categories: Homework, Discussion, Unit tests, and Unit Projects. Let's add the following weights to each category:

- Homework (.5)
- Discussion (.1)
- Unit tests (.25)
- Unit Projects (.15)

Total category weights 1.0

Now, we will add some student scores.

- Homework 80%
- Discussion 90%
- Unit tests 82%
- Unit Projects 87%

Multiply each category score by the category weight and add the results. The value equals 0.8255. Now divide that value by the total category weight. The student's final grade for the term is 83%.

Scales

This tab allows you to view the Grading Scale(s) made available for use with the course. Scales display rounding information, letter or assigned grades, and the corresponding breakpoint values. These scales are assigned by the Gradebook Manager, Pinnacle Web Administrator, or in some cases, you may be invited to create your own grading scales.

Terms

You cannot make edits in the terms tab, but you can view the grading **Scale**, calculation **Method**, **Weight**, and **Rounding** used to calculate each term grade. These criteria are configured by the Gradebook Manager or your Pinnacle Web Administrator.

	Homework 80% (.5) =	0.8 x 0.5 =	0.4
	Discussion 90% (.1) =	0.9 x 0.1 =	0.09
	Unit tests 82% (.25) =	0.82 x 0.25 =	0.205
+	Unit Projects 87%(.15) =	0.87 x 0.15 =	0.1305
	Total of all weighted category scores =		0.8255

Total of all weighted category scores = 0.8255

Total of all category weights (0.5+0.1+0.25+0.15) = 1.0

Final Term Grade 0.8255/1.0= .8255 rounded = 83%

figure 51 *Calculating Weighted Categories*

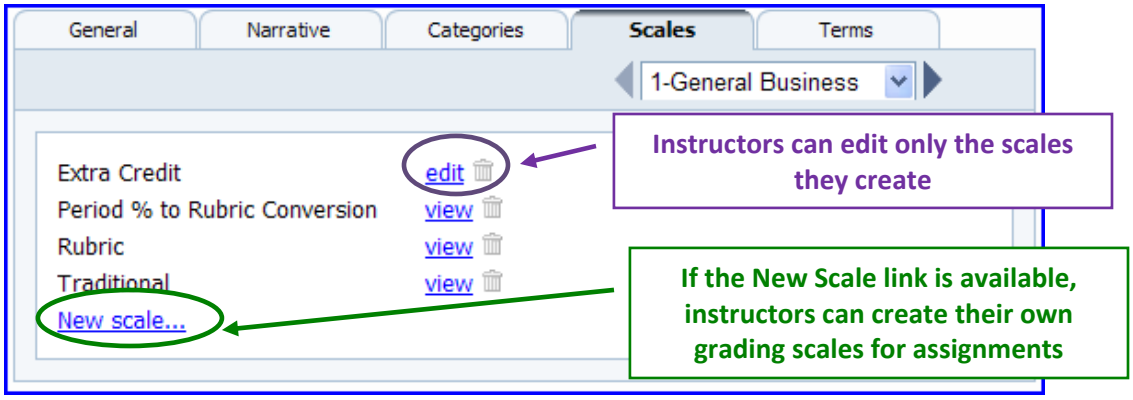


figure 52 *Class Options Scales Tab*

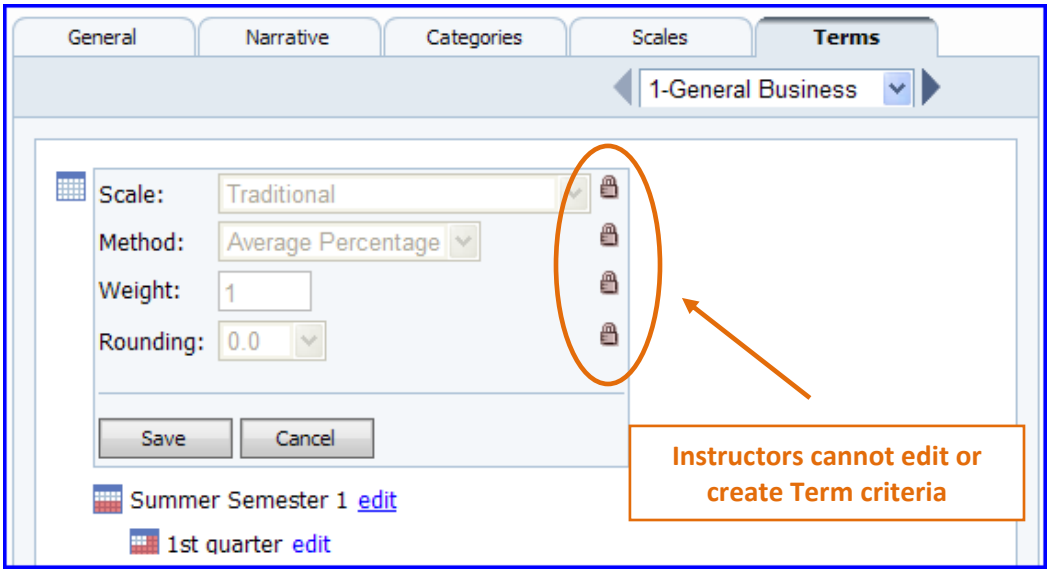


figure 53 *Class Options Terms Tab*

Exercise 9. Set Class Options

Before you create assignments, you must examine, and in some cases configure, Class Options. This exercise reviews the available options.

Steps

Notes

Step 1. Log on to Pinnacle Web and click **Class Options** from the navigation pane.

Step 2. Click the **Categories** tab.

Step 3. Click **Yes** to categorize assignments.

Step 4. Type, "**Homework**" in the **Description** field.

A second Description field appears.

Step 5. Type, "**Quiz**" in the second **Description** field.

Step 6. Click in the **Color** field next to Homework and select a color.

Step 7. Repeat step 6 for the Quiz category.

Step 8. Click **Yes** to weight assignments.

Step 9. In the **Weight** field, set **Homework** to **0.75.**

Step 10. Repeat step 9 for **Quiz** and set it to **0.25**.

Step 11. Click **Save**.

Step 12. Click the **Scales** tab.

Step 13. Click **New Scale**.

Step 14. Type, "**Extra Credit**" in the Description field.

Step 15. Select **Percentages** for the **Type**.

Step 16. Leave **Rounding** at 0.

Step 17. Type, "**EX**" in the **Letter** cell and "**0** "in the **Lower** cell.

Any assignment using the Extra Credit scale receives a letter grade of EX.

Step 18. Click **Save**.

Notice the Extra Credit scale can be edited. You can edit scales you create.

Step 19. Click the **Terms** tab.

Step 20. Click an **edit** link.

Notice that the criteria are locked.

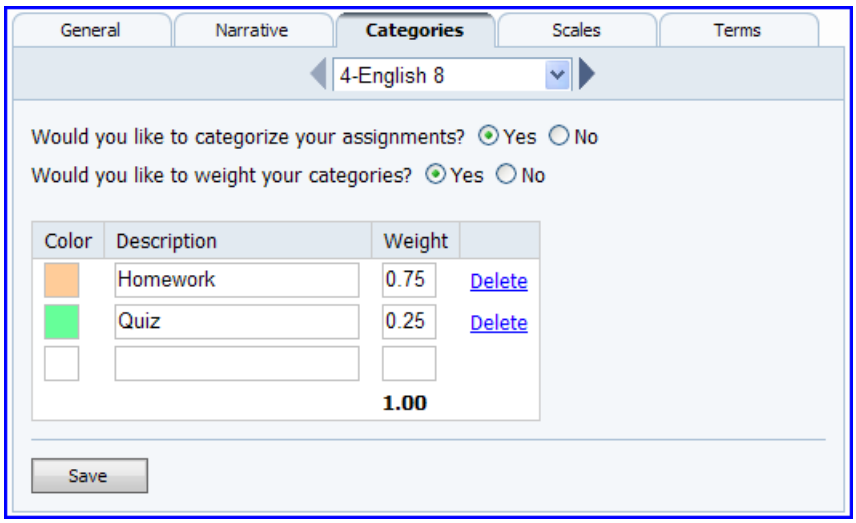


figure 54 *Categories and Weights*

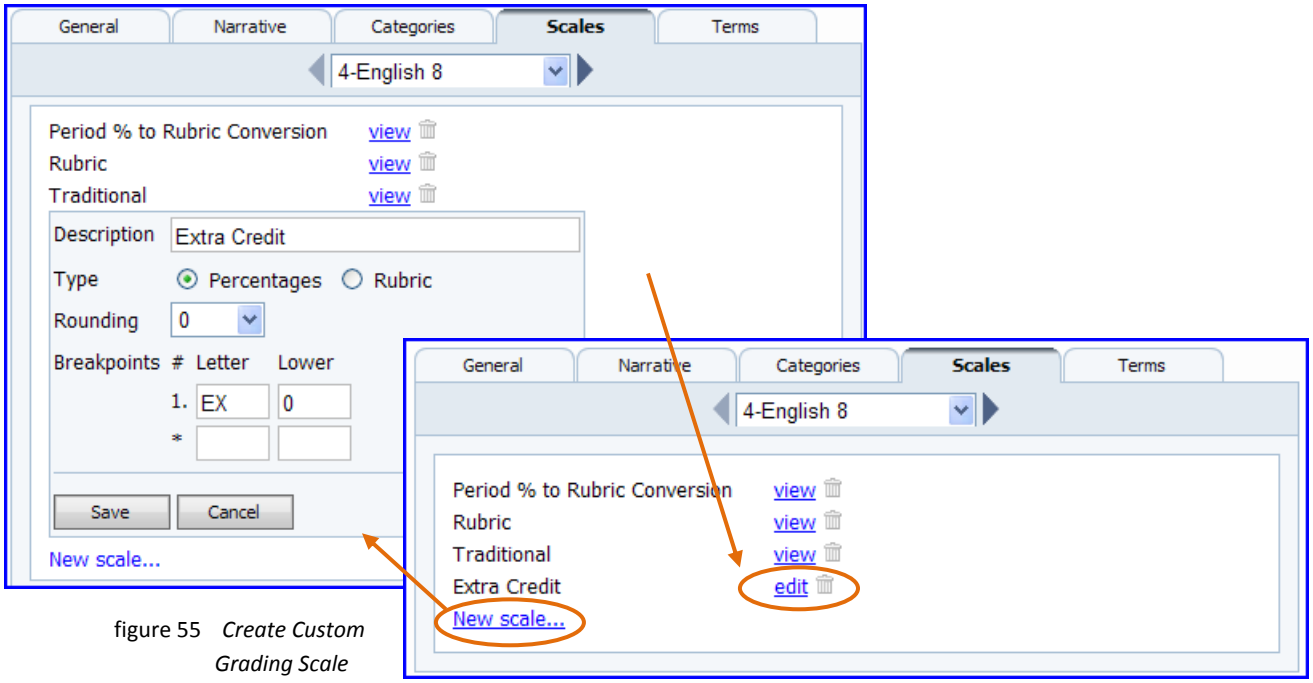


figure 55 *Create Custom Grading Scale*

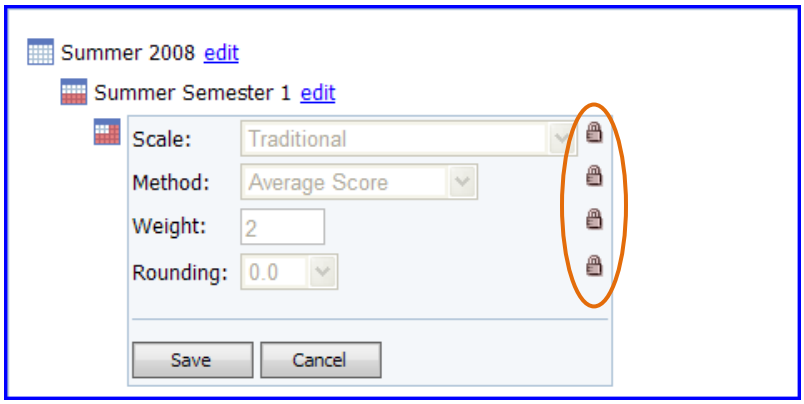


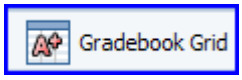
figure 56 *Terms – view only*

Exercise 10. Create an Assignment

Exercise 11 is a continuation of exercise 10. Once Class Options are set, you can create an assignment.

Steps

Notes

Step 21. Click 

from the toolbar.

Step 22. Click the **New** link.

The Assignment dialog box opens.

Step 23. Type, "**Chapter 1 questions**" in the **Description** field.

Step 24. Select **Traditional** for the **Grading Scale**.

Step 25. Select **Homework** from the **Category** drop-down box.

Step 26. Select a **Date Assigned** and a **Date Due**.

Step 27. Set the **Max Value** to **100** and the **Weight** to **1**.

Step 28. Click the **Classes** tab.

Step 29. Select another class to use this assignment and click **Save**.

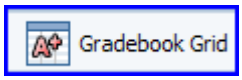
> **Note:** A Warning tells you that categories are not configured for the other class. The assignment is saved to the other class, but without a category.

Step 30. Repeat steps 23 - 27 to create **Chapter 2 questions** and **Save**.

Step 31. Repeat steps 23 -27 with the following changes:

- Description: Chapter 1 Quiz
- Category: Quiz

Step 32. Click **Save**.

Step 33. Click 

from the toolbar.

Notice the colored categories.

Step 34. Enter some grades and check the Term grade.

Remember that we set a weight on some Categories in exercise 9.

Step 35. Add assignment weights and compare the calculations.

Step 36. Click **New** and create "**Crossword**" for Extra Credit.

Step 37. Assign the **Extra Credit** scale, a Category of **Homework,** no Max Value or Weight, and **Save**.

Step 38. Click **Gradebook Grid**, enter scores and compare grades.

Step 39. Click **Logout**.

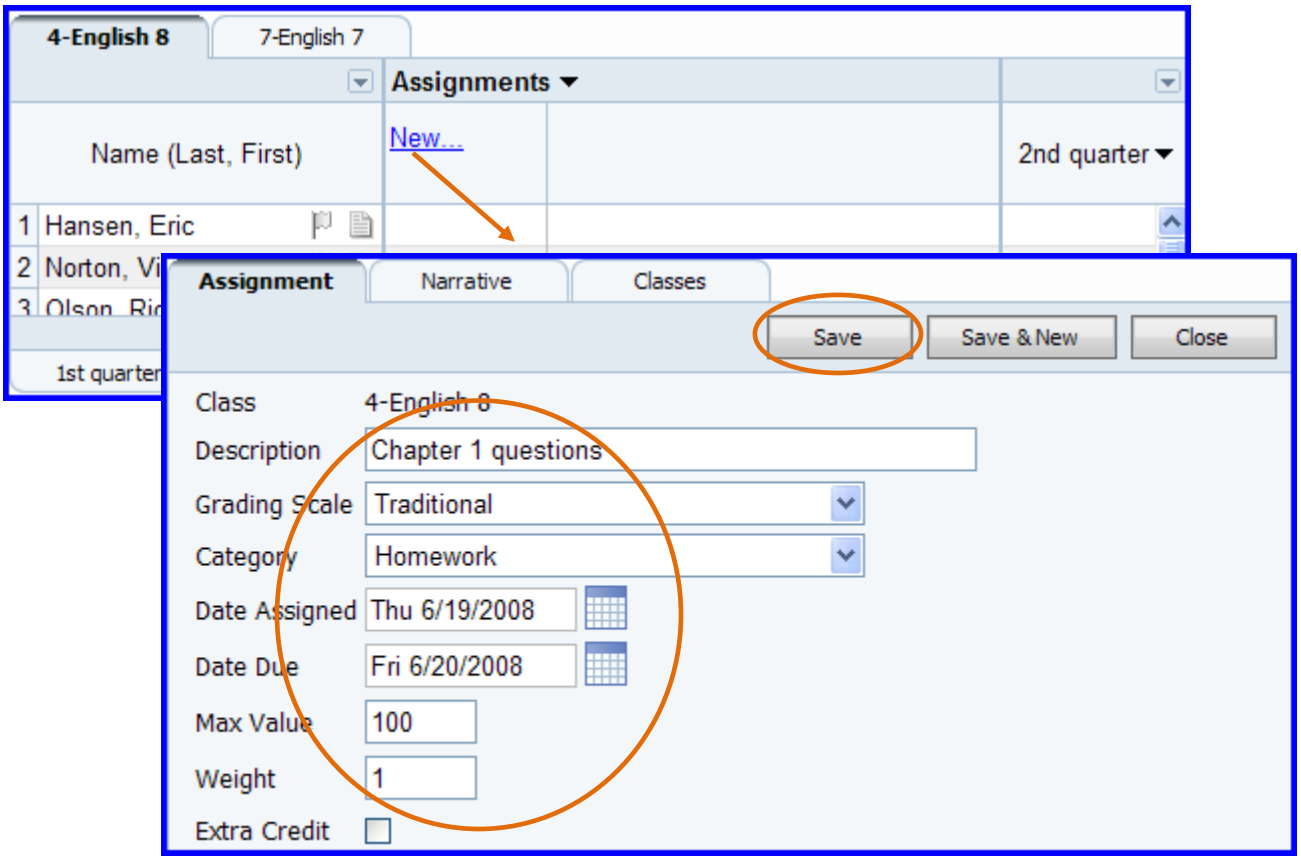


figure 57 *Open and Complete Assignment Dialog box*

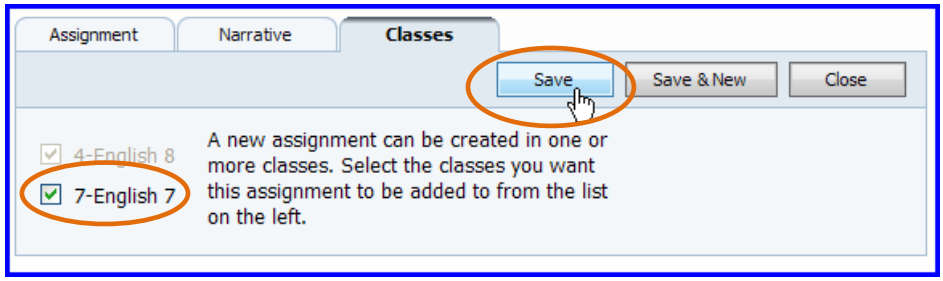

Assignment
Narrative
Classes
Save
Save & New
Close
4-English 8
7-English 7
A new assignment can be created in one or more classes. Select the classes you want this assignment to be added to from the list on the left.

figure 58 *Copy Assignment to other Classes*

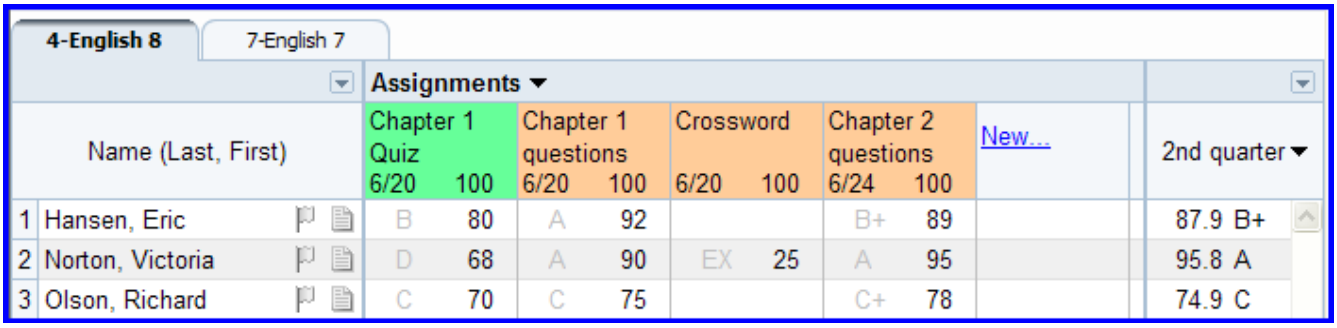

4-English 8
7-English 7
Assignments
Name (Last, First)
Chapter 1 Quiz 6/20 100
Chapter 1 questions 6/20 100
Crossword 6/20 100
Chapter 2 questions 6/24 100
New...
2nd quarter
1 Hansen, Eric B 80 A 92 B+ 89 87.9 B+
2 Norton, Victoria D 68 A 90 EX 25 A 95 95.8 A
3 Olson, Richard C 70 C 75 C+ 78 74.9 C

figure 59 *Scores with Extra Credit and Term Total*

Lesson 4. Review

Use the answer form on the following page to record the most accurate answer for each question.

1) The "Class Options" page includes the following course configuration criteria:
    A. Assignment, Narrative, Objectives, Classes
    B. General, Narrative, Categories, Scales, Term
    C. Demographics, Custom, Schedule
2) Categories can be *created* for assignments from the **Assignment** dialog box.
    A. True
    B. False
3) Weights can be applied to both Categories and Assignments.
    A. True
    B. False
4) Weights are calculated for Assignments prior to any Category calculations.
    A. True
    B. False
5) Instructors can create new scales or edit any existing scales.
    A. True
    B. False
6) When you select the **Extra Credit** check box, the application:
    A. Places the assignment in an *Extra Credit* category.
    B. Adds the **Max Value** score to a specified assignment.
    C. Treats the whole assignment as Extra Credit.
7) You can duplicate assignments for multiple courses from which tab of the **Assignment** dialog box?
    A. New
    B. Classes
    C. Narrative
8) Instructor created grading scales are used only to assess individual assignments.
    A. True
    B. False

Name _____ Class _____ Date _____

Bubble Answer Sheet

	A	B	●	D
1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D
7.	A	B	C	D
8.	A	B	C	D

Chapter 5

Beyond the Basics

Objectives

The focus of this chapter is to examine more detailed tasks you may not perform every day, but you may find helpful in your classroom. For instance, this chapter shows you how to add a custom student demographic for organizational tasks such as recording assigned books or group numbers for projects. You can quickly view a student's schedule and send a quick e-mail to the next class to let the instructor know the student will be late. This chapter explains how to enter a note or record a discipline incident for a specific student. Also, you can find other lessons describing different views you can create to display the student's term performance and how you can incorporate state or district standards in your assignments. You need to master the lessons presented in chapters 1 -4 to perform basic instructor, gradebook tasks. Chapter five, "Beyond the Basics," offers lessons of more diversity allowing you to better utilize the full spectrum of Gradebook capabilities.

The following concepts are introduced:

- Create Custom Student Demographic fields
- View a Student Schedule
- E-mail another instructor from the Student Schedule
- Record a Discipline Incident
- Enter a general Note
- Show Grades in Gradebook:
    - for an Individual Student
    - as Graph
    - with Total Points
- Enter Required Assessments
- Finalize or Export Grades
- Incorporate Standards

Student Demographics

One of the many handy features available with Pinnacle Web is “Student Demographics”. This dialog box includes the following three tabs:

- **Demographics**: offers basic information such as student name, grade level, ID, and address.
- **Custom:** allows you to create your own category for records.
- **Schedule:** allows you to view all the courses in which the student is enrolled.

The Demographic tab can include school photos offering much appreciated visual confirmation.

Details

Notes

View Student Demographics

Chapter 2 lessons introduced Student Demographics. You learned that a summary of student information displays as a graphic pop-up when you hover over a student name from either Attendance or Gradebook pages. To view more information, you can open the “Student Demographics” dialog box which is available only from the “Gradebook Grid.” The dialog box has three tabs: Demographics, Custom, and Schedule. The demographic tab was discussed in Chapter 2. This chapter addresses the remaining tabs.

Remember that within the dialog box, all tabs include a Name field at the top of the tab. You can use the directional arrows on either side of the field to move through students listed in the roster, or click the drop-down arrow to view a menu of students. A **Print** button is also available to create a paper copy of the information.

Custom

The **Custom** tab allows you to add your own demographic items. You might use this to help with organization by recording team assignments for class projects. You might create a book demographic to record the book number for the physical text assigned to each student. Be aware that once you create a custom demographic item for one student, that same item appears on the **Custom** tab for all students in the course.

Schedule

The third tab displays the term schedule for the student. Notice the names that appear in the **Teacher** column may appear in colored text. These are e-mail links. Click the name and Pinnacle Web opens your e-mail service pre-populated with the address for the selected teacher.

> **Note:** Remember that instructors can modify the e-mail address from the **Edit Profile** navigation pane option.

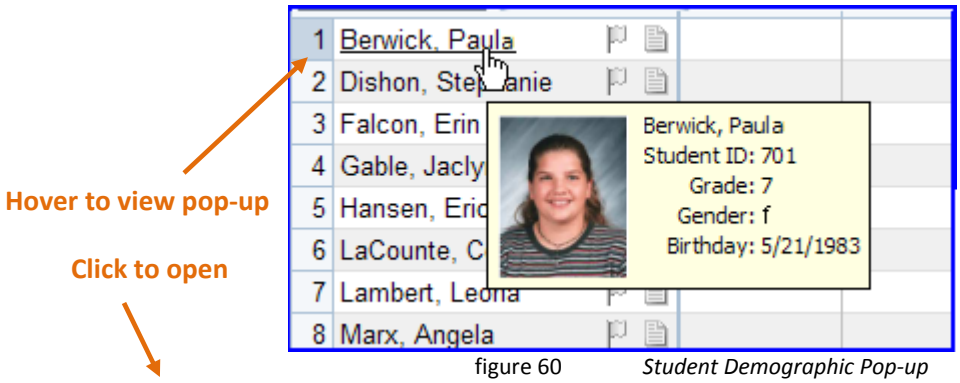


figure 60 *Student Demographic Pop-up*

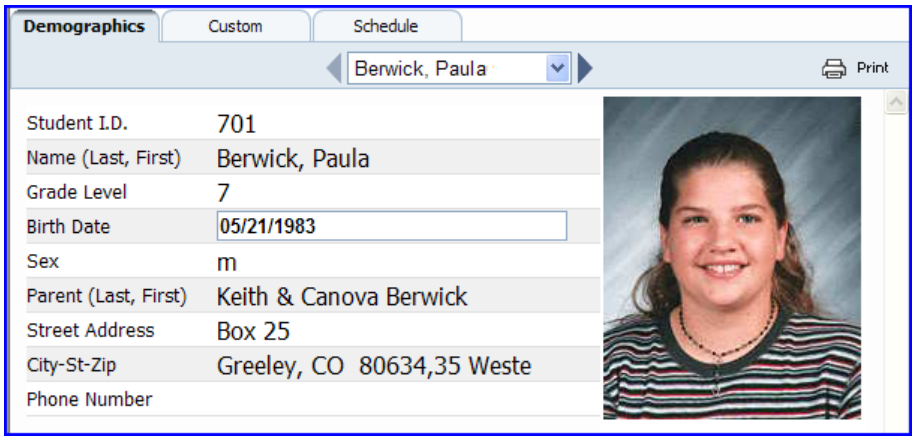


figure 61 *Student Demographics Tab*

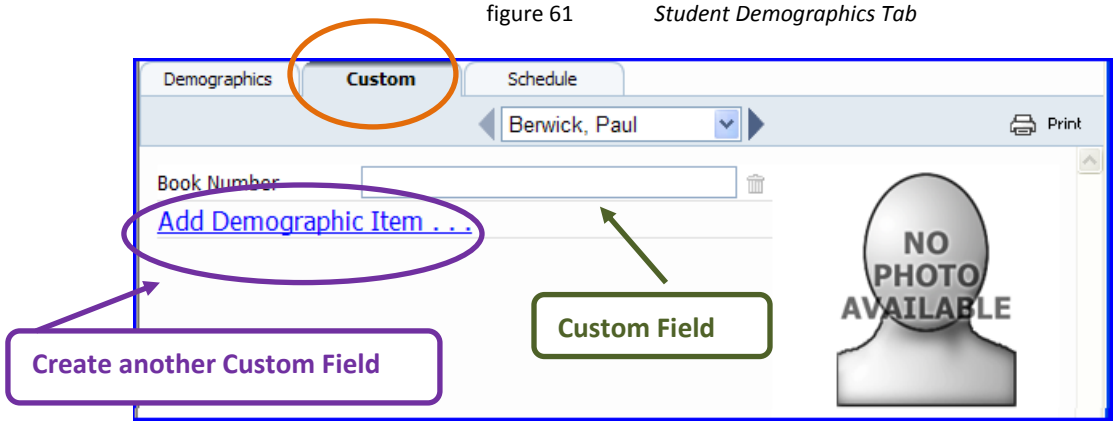


figure 62 *Student Demographics Custom Tab*

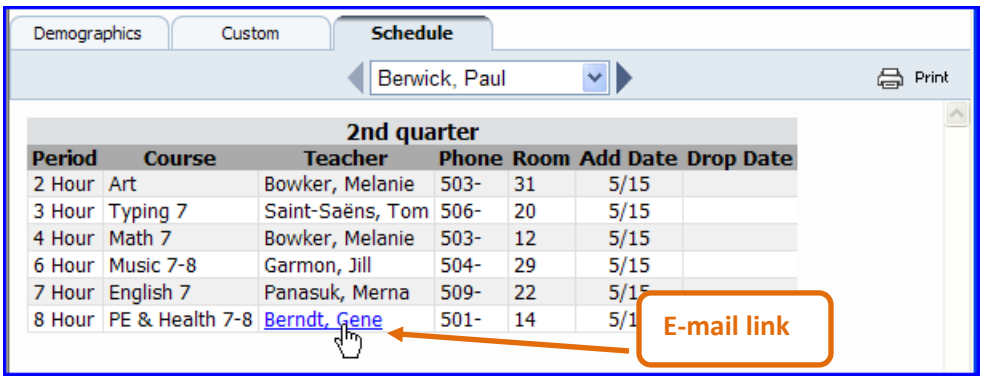

Demographics
Custom
Schedule
Berwick, Paul
Print
2nd quarter
Period Course Teacher Phone Room Add Date Drop Date
2 Hour Art Bowker, Melanie 503- 31 5/15
3 Hour Typing 7 Saint-Saëns, Tom 506- 20 5/15
4 Hour Math 7 Bowker, Melanie 503- 12 5/15
6 Hour Music 7-8 Garmon, Jill 504- 29 5/15
7 Hour English 7 Panasuk, Merna 509- 22 5/15
8 Hour PE & Health 7-8 Berndt, Gene 501- 14 5/1
E-mail link

figure 63 *Student Demographics Schedule Tab*

Exercise 11. Create a Custom Demographic and view Student Schedule

This exercise guides you through the remaining functionality of the "Student Demographics" dialog box.

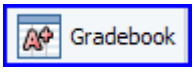
Steps

Notes

Step 1. Log on to Pinnacle Web and click **Attendance** from the navigation pane.

Step 2. Move your cursor to a student name and pause or hover there.

The Student Demographic pop-up appears.

Step 3. Click 

from the toolbar.

Step 4. Click a student name link.

The Student Demographic dialog box opens. Remember from Chapter 2 that any field displayed in a box can be edited.

Step 5. Find a field that can be edited and click to make changes.

Step 6. Click the **Custom** tab.

Step 7. Click the **Add Demographic Item** link.

Step 8. In the **Description** field type: **Group**.

Step 9. Click **Save**.

Step 10. Type a group number for the student.

Step 11. Use the directional arrows to select a different student.

Notice the new Description you created in step 8 is now available for all students in the roster.

Step 12. Type a group number for the student.

Step 13. Click the **Schedule** tab.

Step 14. Locate a Teacher name with a blue link and click it.

Your e- mail service opens with the selected instructor e-mail address pre-populated.

Step 15. Close the e-mail service.

Step 16. Close the "Student Demographics" dialog box.

Step 17. Click **Logout**.

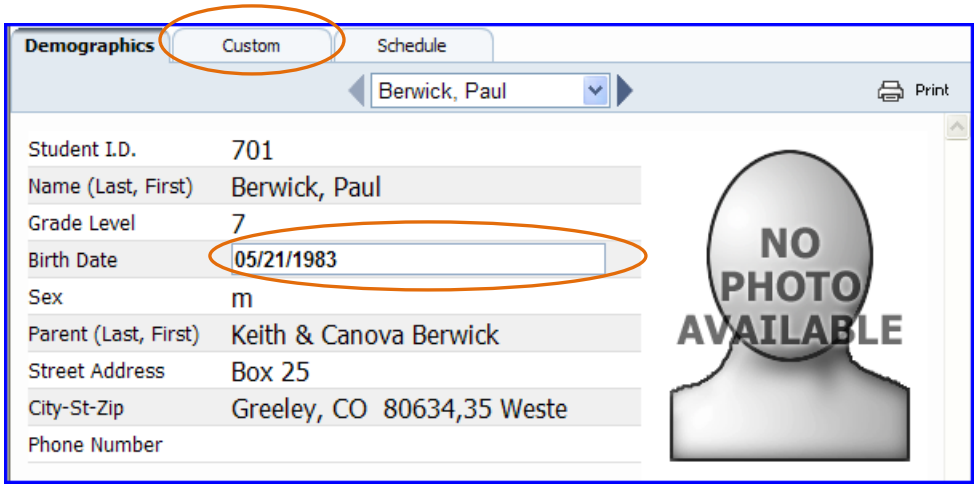


figure 64 *Editable Demographic Field*

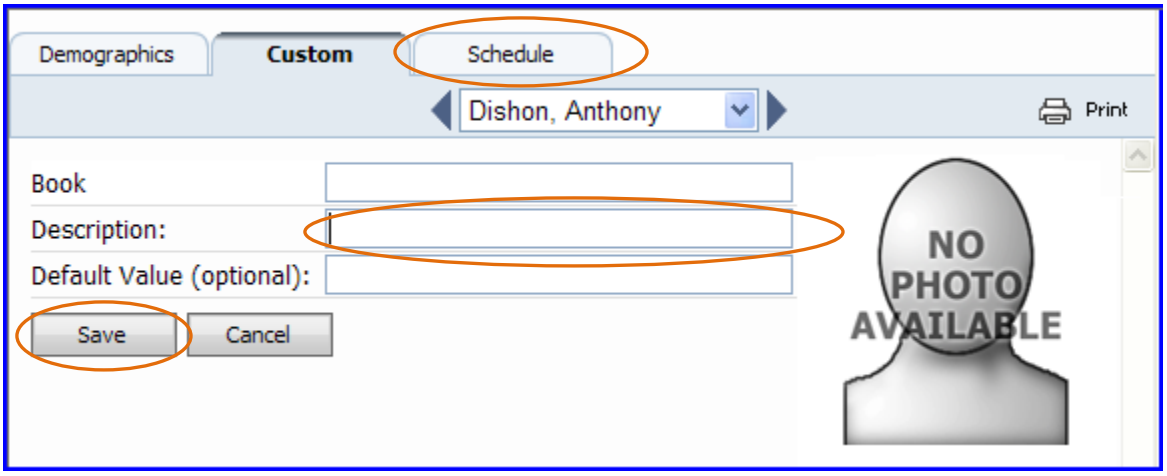


figure 65 *Custom Description*

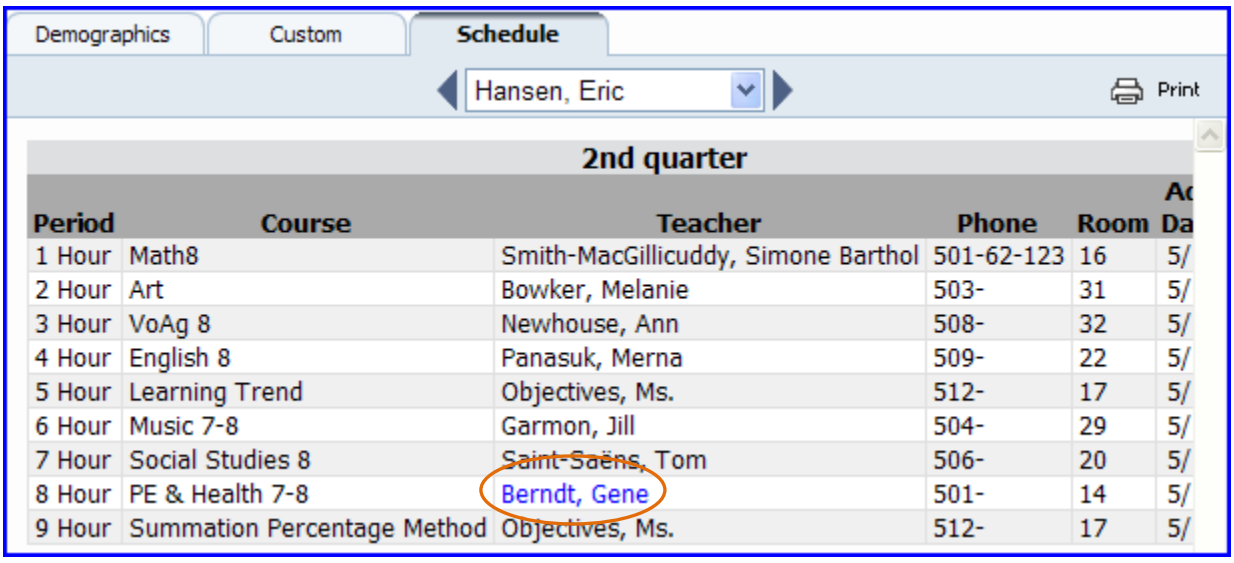

Demographics
Custom
Schedule
Hansen, Eric
Print
2nd quarter
Period Course Teacher Phone Room Da
1 Hour Math8 Smith-MacGillicuddy, Simone Barthol 501-62-123 16 5/
2 Hour Art Bowker, Melanie 503- 31 5/
3 Hour VoAg 8 Newhouse, Ann 508- 32 5/
4 Hour English 8 Panasuk, Merna 509- 22 5/
5 Hour Learning Trend Objectives, Ms. 512- 17 5/
6 Hour Music 7-8 Garmon, Jill 504- 29 5/
7 Hour Social Studies 8 Saint-Saëns, Tom 506- 20 5/
8 Hour PE & Health 7-8 Berndt, Gene 501- 14 5/
9 Hour Summation Percentage Method Objectives, Ms. 512- 17 5/

figure 66 *Schedule E-mail link*

Enter Notes

Another topic introduced in Chapter 2 was Notes and Discipline. These icons are found beside a student name only on the "Gradebook Grid" page. Instructors can enter information here and allow the notes to be included in reports or available for viewing from Pinnacle Internet Viewer, or they can select (on an individual note basis) to keep information private.

Details

Notes

Notes

You can enter general, or discipline notes for a student. Click the flag or note icon to open a notepad. Check the tab to be certain you are entering the correct type, **Note** or **Discipline**, and verify the correct student name appears in the name field. The back / forward directional arrows allow you to select a different name from the course roster and the table shows a term summary with the student's current grade, and number of absences and tardies. To view recorded notes, click the **+** sign in any term to expand it and show all notes recorded for that term. You can **Print** a note from the button in the toolbar, or click **New** to enter a note.

Both Notes and Discipline provide a field to record a **Title** for the note and a **Date**. The text entry field allows for unlimited free-form text and both tabs provide a **Save** button, a **Cancel** button, and a standard word processing toolbar.

The **Discipline** tab includes four additional fields: three drop-down boxes, one each for **Type**, **Action Taken**, and **Location**, and a checkbox at the bottom of the text field to **Notify Administrator** – which means the note can be viewed from the Principal Viewer.

The **Notes** tab includes one checkbox labeled **Private**. Select this checkbox to prevent the note from appearing on reports or in Pinnacle Internet Viewer. Some schools see a third tab, **Notepads**. This form is used for *required notes* such as report card narrative comments.

> **Note:** Your Pinnacle Administrator can modify the options available in the Discipline drop-down boxes.

Required Notes

When you open Notepad, you may notice a third tab. The label on this tab can be customized, but the system default displays as **NotePads**. This tab is used for Required Notes and it is optional; not all schools use this tab. Instructors can add free-form comments available to be included in custom reports or for printing on student progress reports or term report cards.

figure 67 *Gradebook Grid Note Icons*

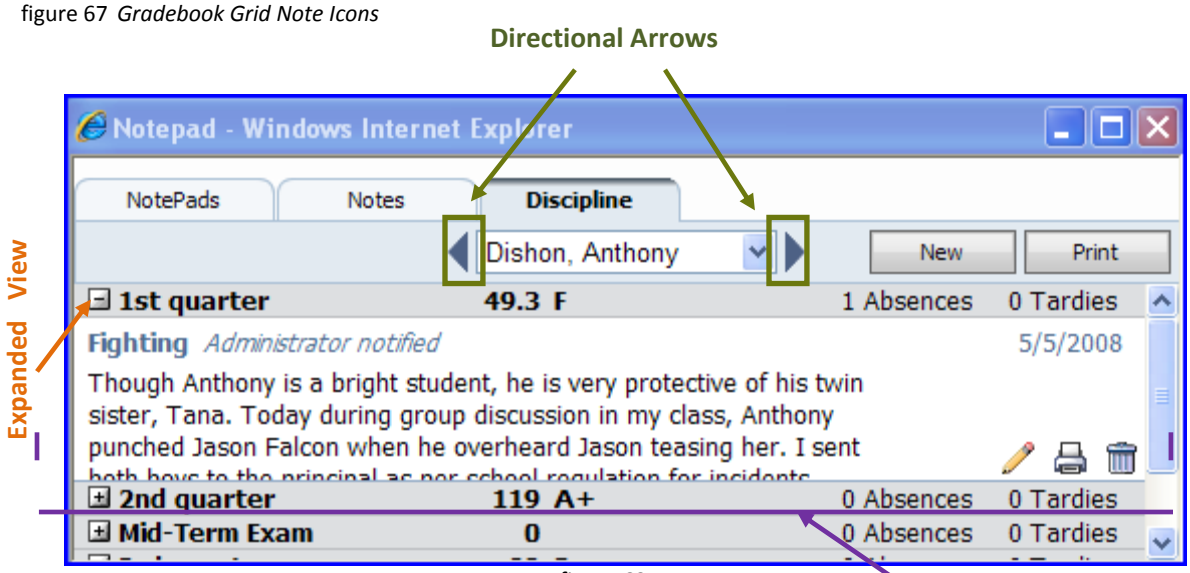

Directional Arrows
Notepad - Windows Internet Explorer
NotePads
Notes
Discipline
Dishon, Anthony
New
Print
1st quarter 49.3 F 1 Absences 0 Tardies
Fighting Administrator notified 5/5/2008
Though Anthony is a bright student, he is very protective of his twin sister, Tana. Today during group discussion in my class, Anthony punched Jason Falcon when he overheard Jason teasing her. I sent
2nd quarter 119 A+ 0 Absences 0 Tardies
Mid-Term Exam 0 0 Absences 0 Tardies
Expanded View

figure 68 *Enter a Note*

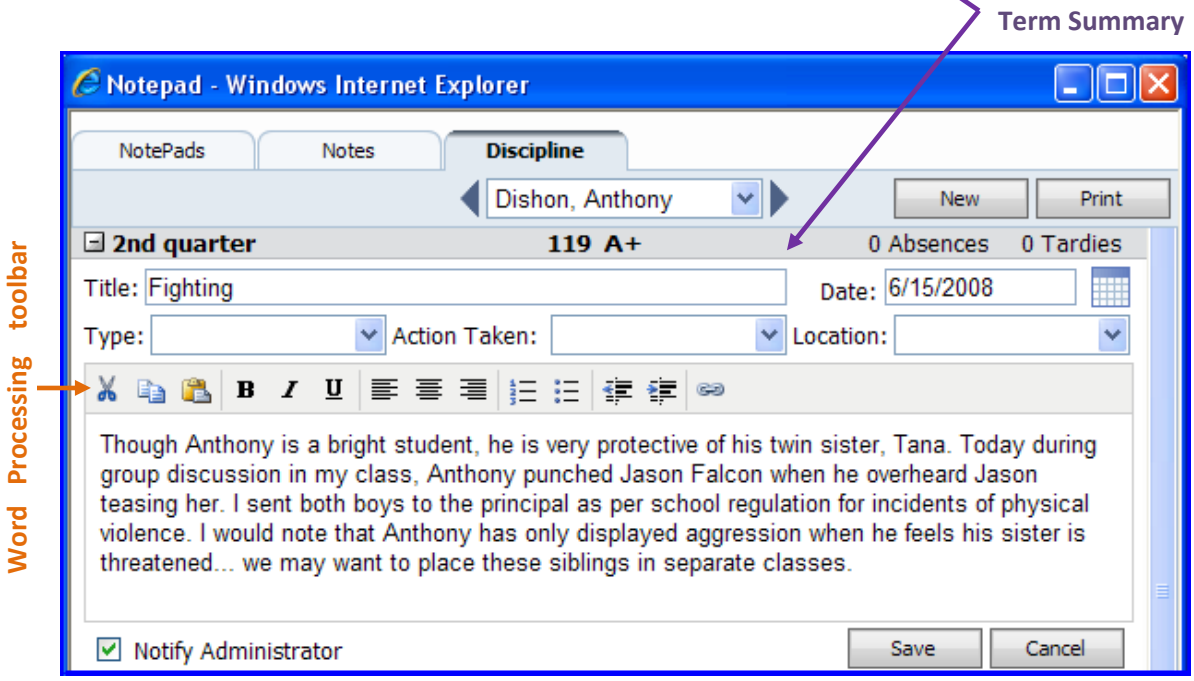

Term Summary
Notepad - Windows Internet Explorer
NotePads
Notes
Discipline
Dishon, Anthony
New
Print
2nd quarter 119 A+ 0 Absences 0 Tardies
Title: Fighting
Date: 6/15/2008
Type:
Action Taken:
Location:
Though Anthony is a bright student, he is very protective of his twin sister, Tana. Today during group discussion in my class, Anthony punched Jason Falcon when he overheard Jason teasing her. I sent both boys to the principal as per school regulation for incidents of physical violence. I would note that Anthony has only displayed aggression when he feels his sister is threatened... we may want to place these siblings in separate classes.
Notify Administrator
Save
Cancel
Word Processing toolbar

figure 69 *Discipline Note*

Exercise 12. Enter Discipline Incident Record and Notes

This exercise guides you through the creation of a Discipline record and shows you the similarity of process for entering Notes.

Steps

Notes

Step 1. Log on to Pinnacle Web and click **Gradebook** from the navigation pane.

Step 2. Select a student and click the Discipline flag .

Step 3. Use directional arrows view a different student.

> **Note:** You can create notes for the current term only, though you can view any term.

Step 4. Click **New**.

Step 5. Record the current term grade in the Notes margin of this page.

Step 6. Type a **Title** for your note.

Step 7. Type a **Date** or select one using the Date Picker.

Step 8. Select options from each of the following drop-down menus: **Type**, **Action Taken**, and **Location**.

Step 9. Type a short description of the discipline issue.

> **Tip:** Feel free to use the word processing toolbar to assist you.

Step 10. Select the **Notify Administrator** check box.

Step 11. Click **Save**.

Step 12. From the incident click to edit.

Step 13. Click **Cancel** to save the note without making changes.

> **Note:** The button is also available to **Delete** the note.

Step 14. Click the **Notes** tab.

Step 15. Click **New** to create a Note.

Notice "Notes" is the same as "Discipline" minus the **Type**, **Action Taken**, and **Location** drop-downs and instead of **Notify Administrator**, the Notes dialog has a **Private** check box.

Step 16. Click to Close Notes.

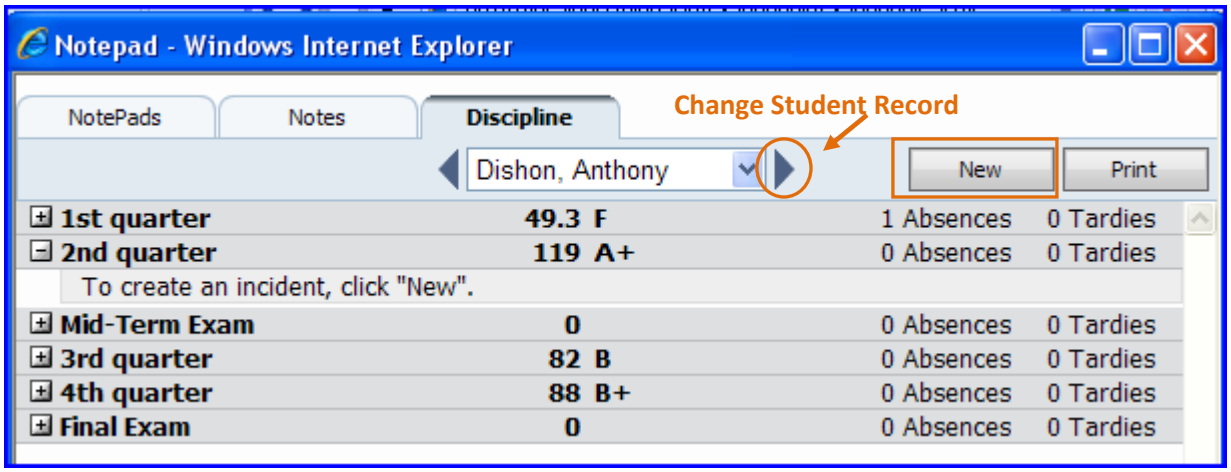

Notepad - Windows Internet Explorer
NotePads
Notes
Discipline
Change Student Record
Dishon, Anthony
New
Print
1st quarter 49.3 F 1 Absences 0 Tardies
2nd quarter 119 A+ 0 Absences 0 Tardies
To create an incident, click "New".
Mid-Term Exam 0 0 Absences 0 Tardies
3rd quarter 82 B 0 Absences 0 Tardies
4th quarter 88 B+ 0 Absences 0 Tardies
Final Exam 0 0 Absences 0 Tardies

figure 70 *Enter a New Discipline Note*

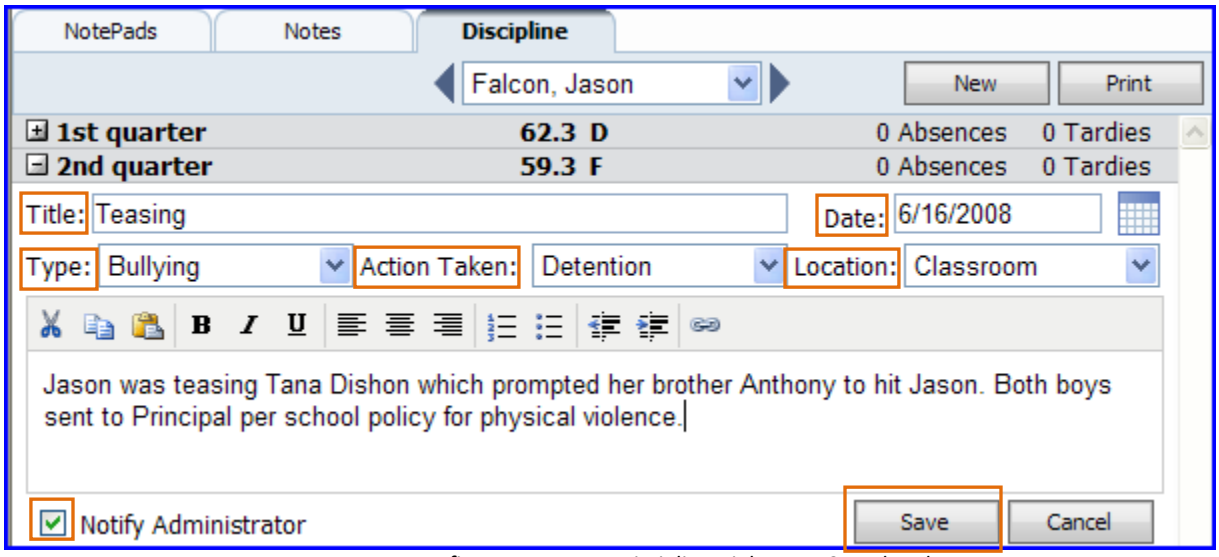


figure 71 *Discipline Dialog Box Completed*

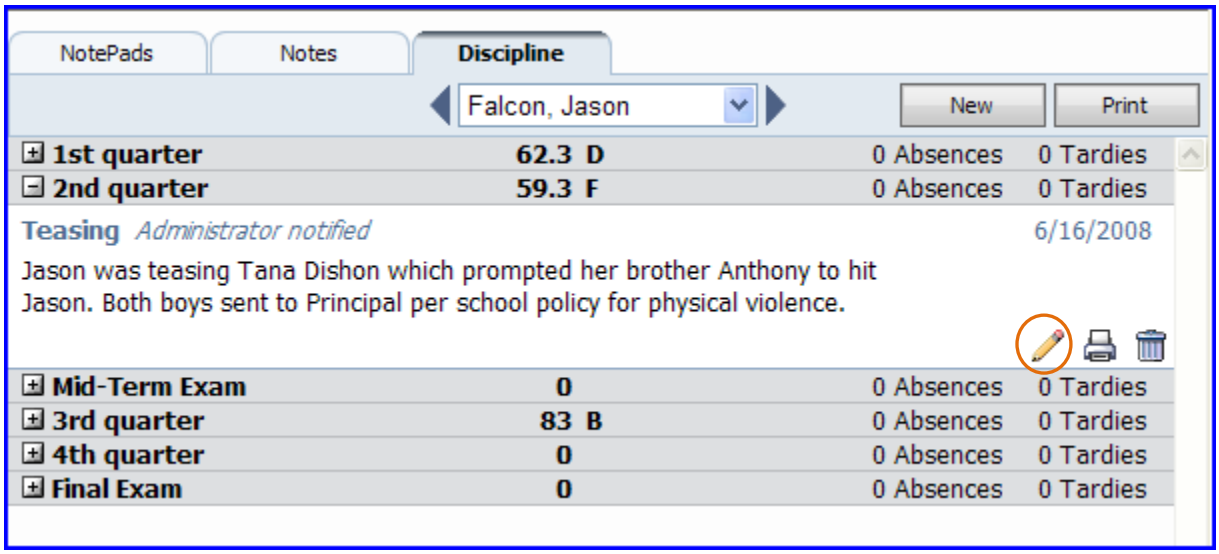

NotePads
Notes
Discipline
Falcon, Jason
New
Print
1st quarter 62.3 D 0 Absences 0 Tardies
2nd quarter 59.3 F 0 Absences 0 Tardies
Teasing Administrator notified 6/16/2008
Jason was teasing Tana Dishon which prompted her brother Anthony to hit Jason. Both boys sent to Principal per school policy for physical violence.
Mid-Term Exam 0 0 Absences 0 Tardies
3rd quarter 83 B 0 Absences 0 Tardies
4th quarter 0 0 Absences 0 Tardies
Final Exam 0 0 Absences 0 Tardies

figure 72 *View Discipline Note*

Alternate Gradebook Views

Most often, instructors expect to view assignments in their gradebooks corresponding to the class roster. This is the view displayed by default, but it is not the only view available. You can select to view information for only one student, change to see **Required Assessments**, or **Standards**, or view a graph of student performance, all while retaining the functionality of the "Gradebook Grid" task page.

Details

Notes

The "Gradebook Grid" task page includes a tab for each course assigned to an instructor. Just beneath the course tab, and above all column headings, you can find three drop-down arrows. The first appears above the roster and allows you to select student views. The second appears above the grid. This allows you to select the criteria to be entered or viewed. The last drop-down arrow appears above the results column and allows you to augment the view or prepare results to be reported or stored.

Show Single Student

You can view information for just one student at a time. Click the first drop-down arrow located above the **Name** column on the "Gradebook Grid." Select **Show Single Student**. Next, click anywhere within the grid to populate data for the selected student. To view a different student, click a different grid row cell. You can return to the original view by selecting **Show Multiple Students** from the drop-down, or refresh the page. When you refresh, the page displays the default view with all students.

Required Assessments

The *No Child Left Behind Act* of 2001 re-introduces traditional character development. One of the six goals of the Department of Education is to "promote strong character and citizenship among our nation's youth." If your school includes this type of record it can be recorded in the **Required Assessments** grid. You can enter scores or select a pre-defined comment from the "Gradebook Grid." Click the second drop-down, located above the assignments columns, and select **Required Assessments**.

> **Note:** Your school may choose a different label for this grid.

Standards/Objectives

Terminology can cause confusion with this assessment. The lesson following (on page 76) offers a more complete discussion. For now, please note that this assessment is also available as an option from the second drop-down menu.

Show Graph / Finalize Grades / Export Grades

The third drop-down menu offers more functions. Click this arrow, located above the results column, and select **Show Graph** to display a sparkline graph for each student. Select **Finalize Grades** and the system flags grades for export to your SIS for reporting. **Export Grades**, creates an Excel file you can save for organization purposes, and **Total Points** can be displayed if you have not created weighted categories for assignments.

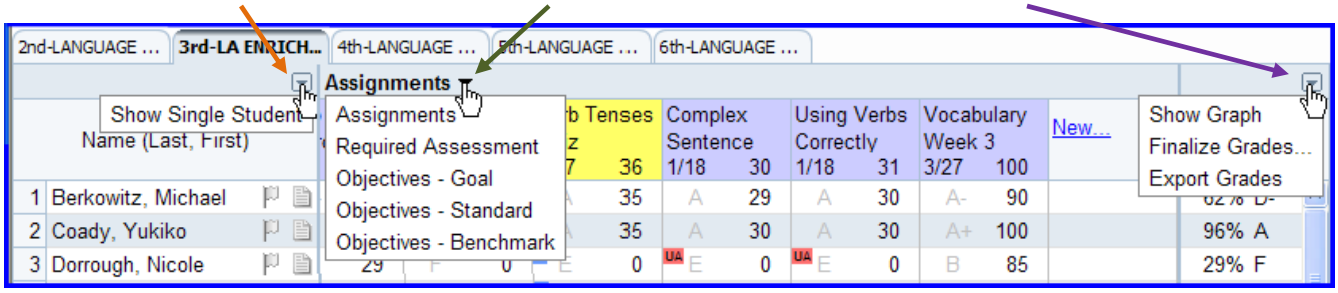


figure 73 *Alternate View Toolbar*

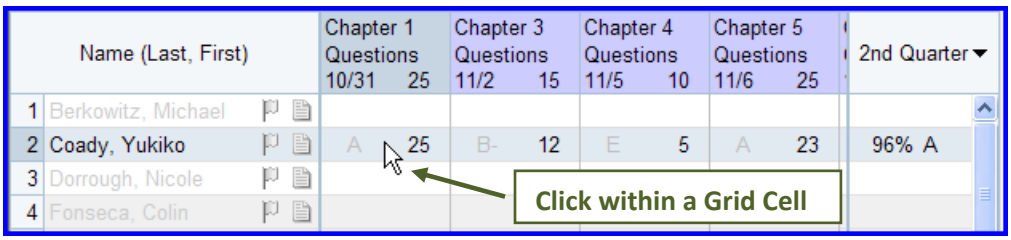


figure 74 *Show Single Student*

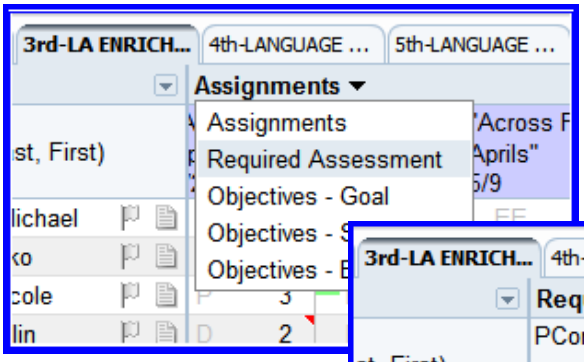
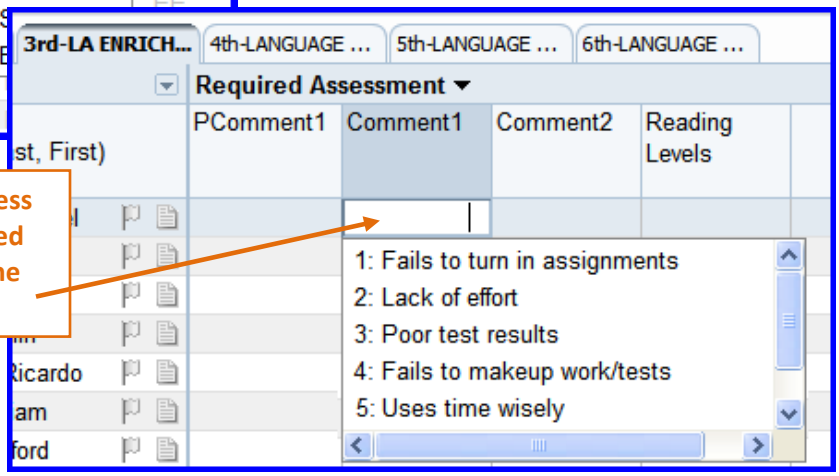


figure 75 *Required Assessments*



Click within a cell and press Tab to select a predefined comment or just type the comment number

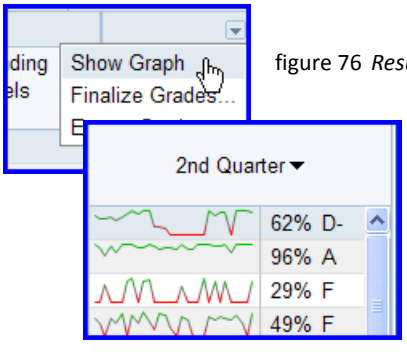


figure 76 *Results Graph*

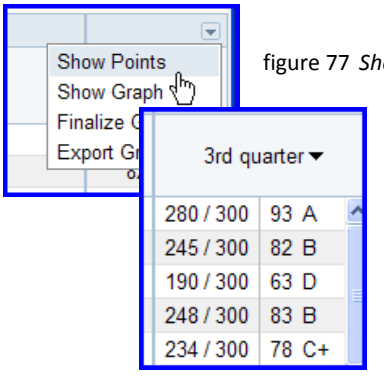


figure 77 *Show Points*

Exercise 13. Change Gradebook Views

This exercise lets you experience the full functionality of the "Gradebook Grid."

Steps

Notes

Step 1. Log on to Pinnacle Web and open the "**Gradebook Grid**."

Step 2. Click the first column drop-down and select **Show Single Student.**

Step 3. Click within an assignment cell for the second student.

Recorded grades are populated for the selected student only.

Step 4. Click within an assignment cell for a different student.

Step 5. Change the view to **Show Multiple Students**.

Step 6. Click the second column drop-down (beside the Assignments label) and select **Required Assessments**.

Step 7. Click within the Comment 1 cell for the first student.

Step 8. Press the **Spacebar** from your keyboard and select the first comment listed in the selection box.

Step 9. Click the third column drop-down (above the results column) and select **Show Graph**.

Notice the graph reflects assignment grades, not Required Assessments.

Step 10. Click the drop-down again and select **Hide Graph**.

Step 11. Click the third drop-down and select **Finalize Grades**.

A dialog box opens.

Step 12. Select the term you want to finalize and click **Save**.

Step 13. Verify or click the appropriate tab to view gradebook grades for the finalized grading term you selected in step 12.

A warning box reminds you that these grades are finalized and cannot be changed until the status is changed.

Step 14. Click **change** from the warning box.

The term dialog box opens.

Step 15. Clear the term selected and click **Save**.

Now, you can edit grades and then re- set them to finalize.

Step 16. Click the third drop-down and select **Export Grades**.

Step 17. From the File Download dialog box click **Open**.

Step 18. View and then close the Excel spreadsheet.

Step 19. Click **Logout**.

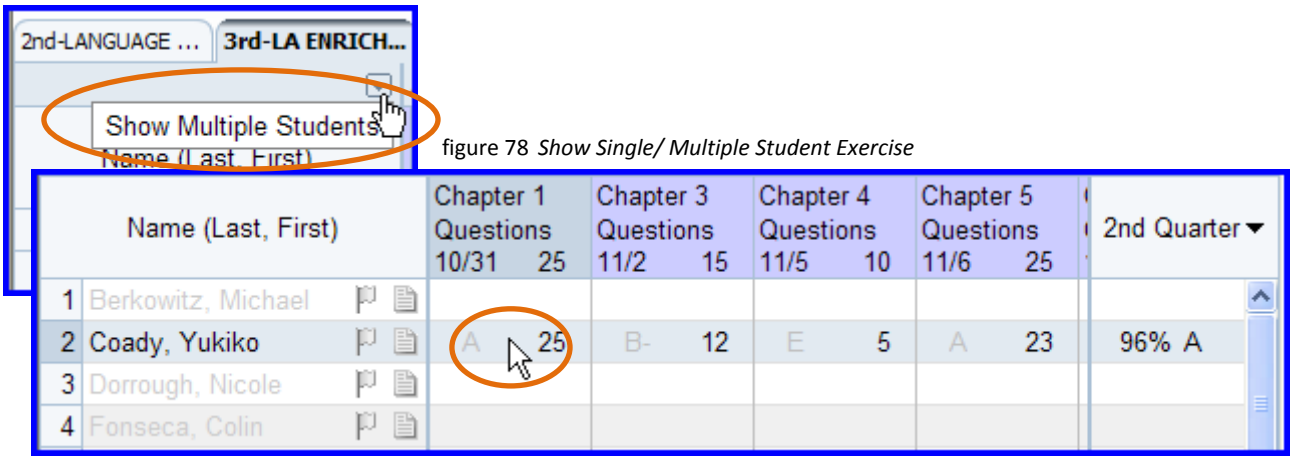


figure 78 *Show Single/ Multiple Student Exercise*

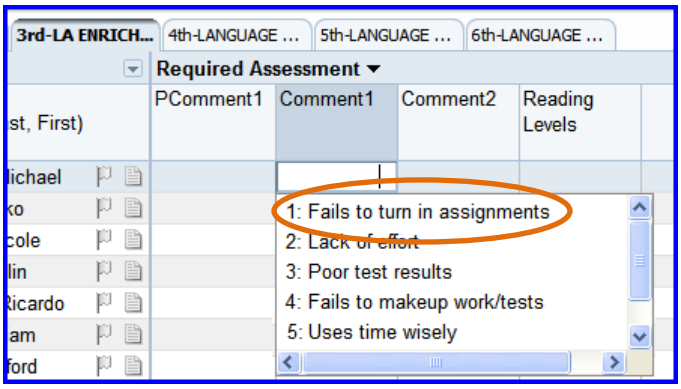


figure 80 *Required Assessment Exercise*

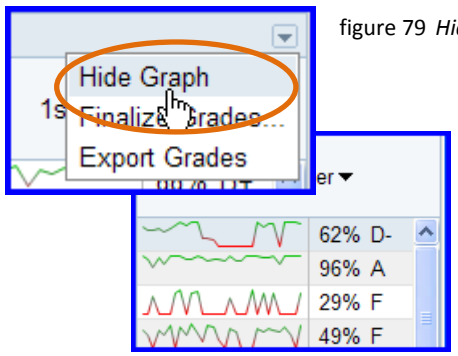


figure 79 *Hide Graph*

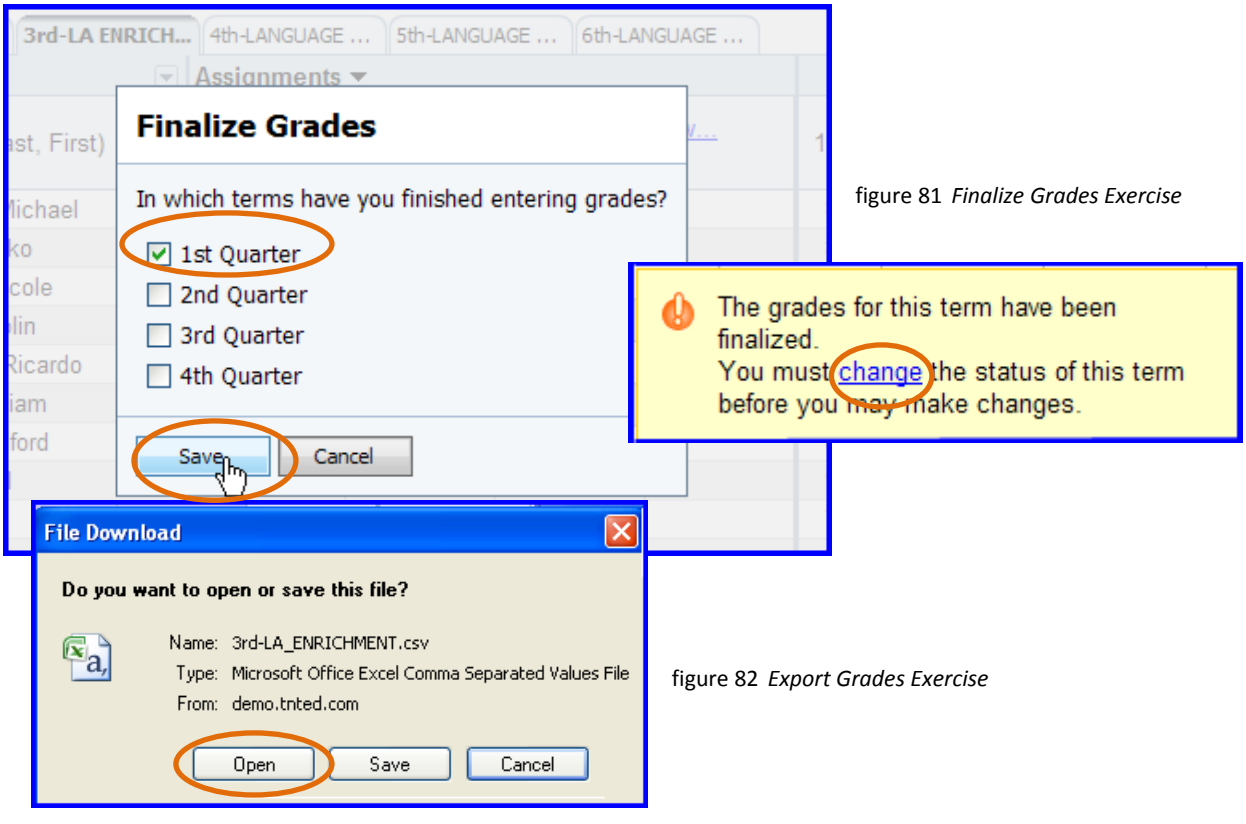


figure 81 *Finalize Grades Exercise*

figure 82 *Export Grades Exercise*

Standards

The terms *Standards* and *Objectives* are often used interchangeably, though they are not interchangeable ideas in the educational field of study. Both identify what a student should know or be able to do, but they differ in the level of detail and quality of measurement used. As a rule, standards are broader in description, and objectives are more detailed. Objectives are tied to lesson plans and several objectives may be applied to support one standard. Though not always true, standards can span more than one grade level or content area. To aid schools in accurate record keeping for standard achievement, standards can be divided further into *benchmark standards* which describe progress by grade level.

Your school may use one term for all identified skills or your school may define skills at different levels. Pinnacle Web allows each school to make a decision regarding the organization and terminology to be used and the application allows you to tie skills to assignments and keep a separate record for standard/objective measurements. Your Pinnacle Administrator imports standards or objectives into Pinnacle Web through the Objectives Manager. S/He can create different levels and then make objectives available for instructors.

Details

Notes

Note: "Objectives" is used as a label in this lesson. Your school may use different labels.

Tie Objectives to an Assignment

If your school uses objectives, a tab with this label is available from the Assignment dialog box. When you create an assignment, click the **Objectives** tab and select one or more item(s) to link to the assignment. Click **Add** to establish the link, or drag-and-drop to move items from the **Available** to the **Selected** box and then **Save** the link. To view more information about an item, you can hover your cursor over it to view a pop-up with additional details.

Score Objectives

Objective scores are calculated based on the assignment grade. Various calculations methods are available. The method used at your school is set by your Pinnacle Administrator. You can overwrite the objectives score and it will not affect the actual assignment grade. If you want to return to the calculated grade, just delete the manual entry and the application will recalculate.

Learning Trends

If your school uses the Learning Trend objective calculation with a Best Fit option, calculations are run only after four assessments have been entered for the objective. Then, a calculation is run and an icon appears next to the objective score to tell you which method was used. You can hover over the objective to view a bar graph of the number of times it was assessed.

View Objectives

You can view objective scores from the "Gradebook Grid." Click the drop-down just above the grid column heading and select **Objectives** (or the label name used at your school).

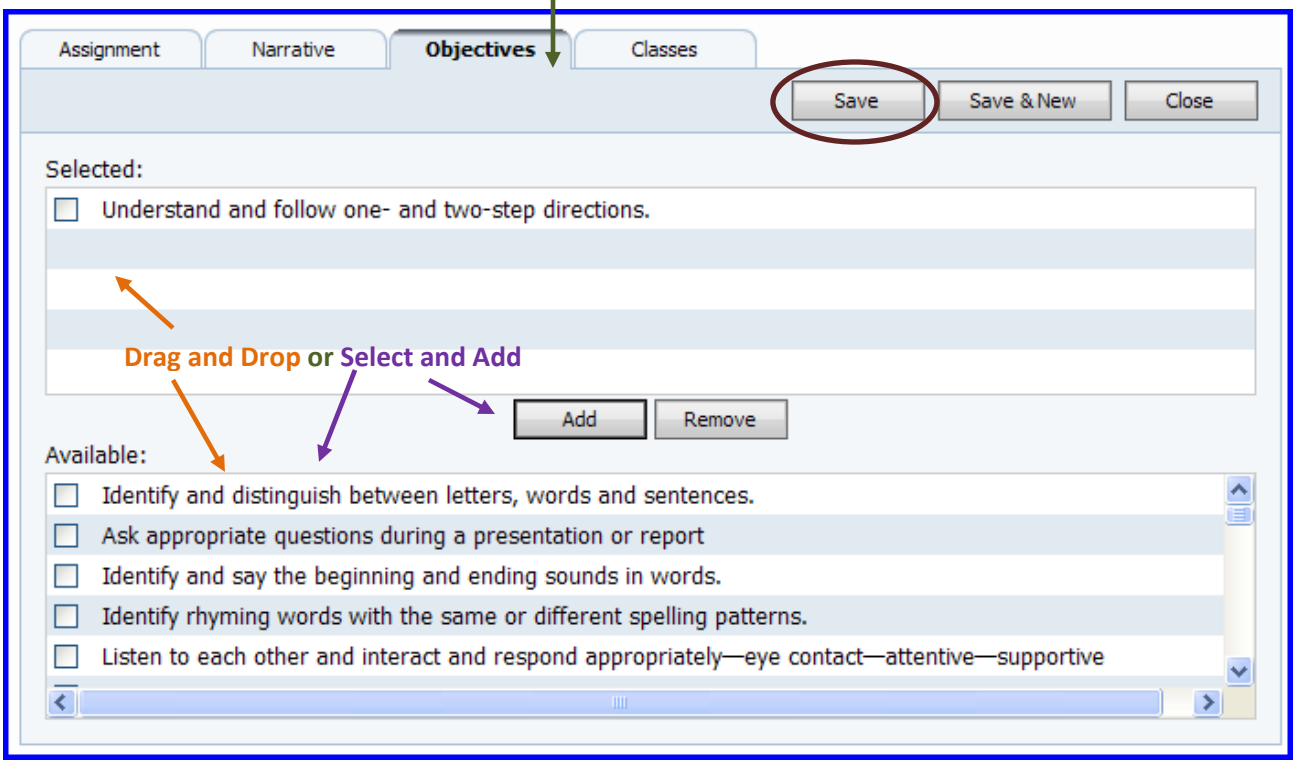

Objectives / Standards Tab
Assignment
Narrative
Objectives
Classes
Save
Save & New
Close
Selected:
Understand and follow one- and two-step directions.
Drag and Drop or Select and Add
Add
Remove
Available:
Identify and distinguish between letters, words and sentences.
Ask appropriate questions during a presentation or report
Identify and say the beginning and ending sounds in words.
Identify rhyming words with the same or different spelling patterns.
Listen to each other and interact and respond appropriately—eye contact—attentive—supportive

figure 83 *Add Objectives*

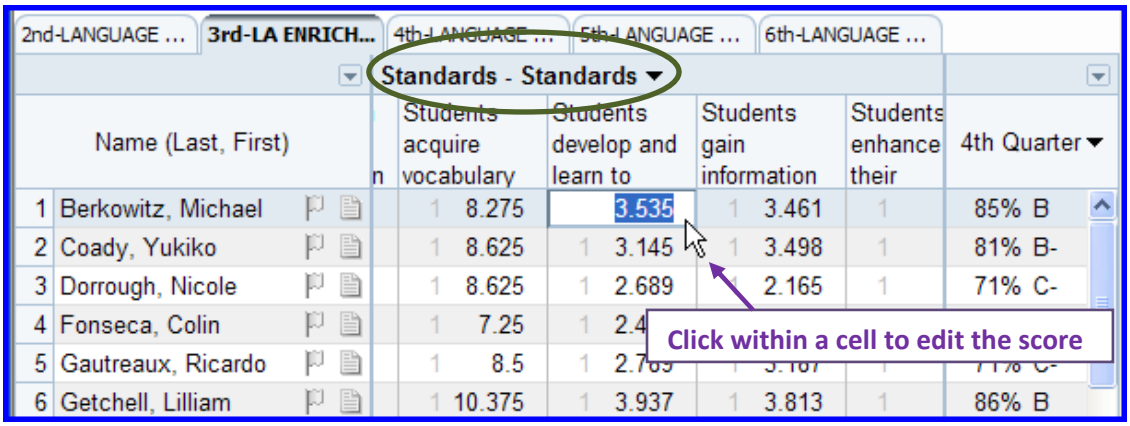
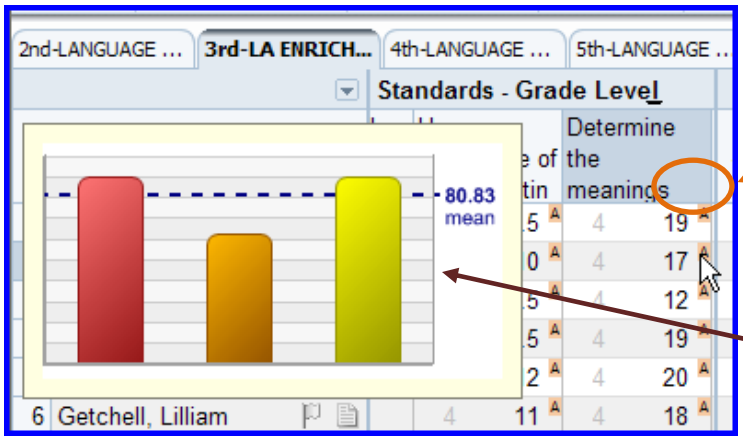

2nd-LANGUAGE ...
3rd-LA ENRICH...
4th-LANGUAGE ...
5th-LANGUAGE ...
6th-LANGUAGE ...
Standards - Standards
Name (Last, First)
Students acquire vocabulary
Students develop and learn to
Students gain information
Students enhance their
4th Quarter
1 Berkowitz, Michael 8.275 3.535 3.461 85% B
2 Coady, Yukiko 8.625 3.145 3.498 81% B-
3 Dorrough, Nicole 8.625 2.689 2.165 71% C-
4 Fonseca, Colin 7.25
5 Gautreaux, Ricardo 8.5
6 Getchell, Lilliam 10.375 3.937 3.813 86% B
Click within a cell to edit the score

figure 84 *View/Overwrite Objective Scores*



Averaging Calculation

figure 85 *Learning Trend bar graph*

Graph shows three objective assessments

Exercise 14. Enter Work with Standards

Tie standards/objectives to assignments and view objective scores in this exercise.

Task

Notes

Step 1. Log on to Pinnacle Web and open **Gradebook Grid**.

Step 2. Scroll to the last assignment and click **New**.

Step 3. Type a **Description** and enter a value for all fields in the **Assignment** tab.

Step 4. Click the **Objectives** tab.

Step 5. Select two items and click **Add**.

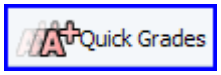
Step 6. Drag-and-drop a third item.

Step 7. Select two items from the **Selected** box and click **Remove**.

Step 8. Click **Save**.

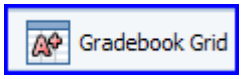
Step 9. Click **Close**.

> **Note:** The Date Observed for an objective may be the Due Date or it may be the date the grade is entered in gradebook.

Step 10. Click 

and use directional arrows to find an assignment with the **Date Observed** column.

Step 11. Change the date.

Step 12. Click 

from the toolbar.

Step 13. Click the drop-down arrow beside Assignments and select **Standards – Grade Level Expectations**.

Step 14. Select any assessment with a calculation method icon and hover to see the bar graph.

Count the number of rows in the graph to determine how many times the objective or standard was assessed.

Step 15. Click within a cell and change the value.

Notice the Grade did not change in the results column. The Results column shows assignment grades. Also notice that the calculation method icon disappears since the value was a manual entry not the result of a calculation.

Step 16. Delete the value entered in Step 13 and leave the cell blank.

The application re-calculates the value for you.

Step 17. Click **Logout**.

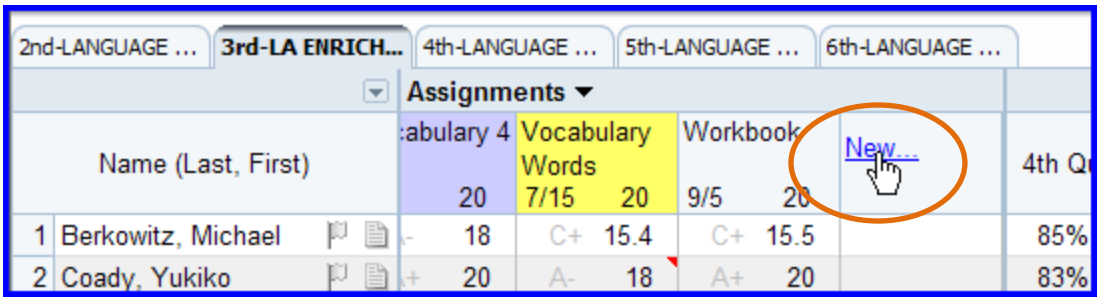


figure 86 *Create a New Assignment*

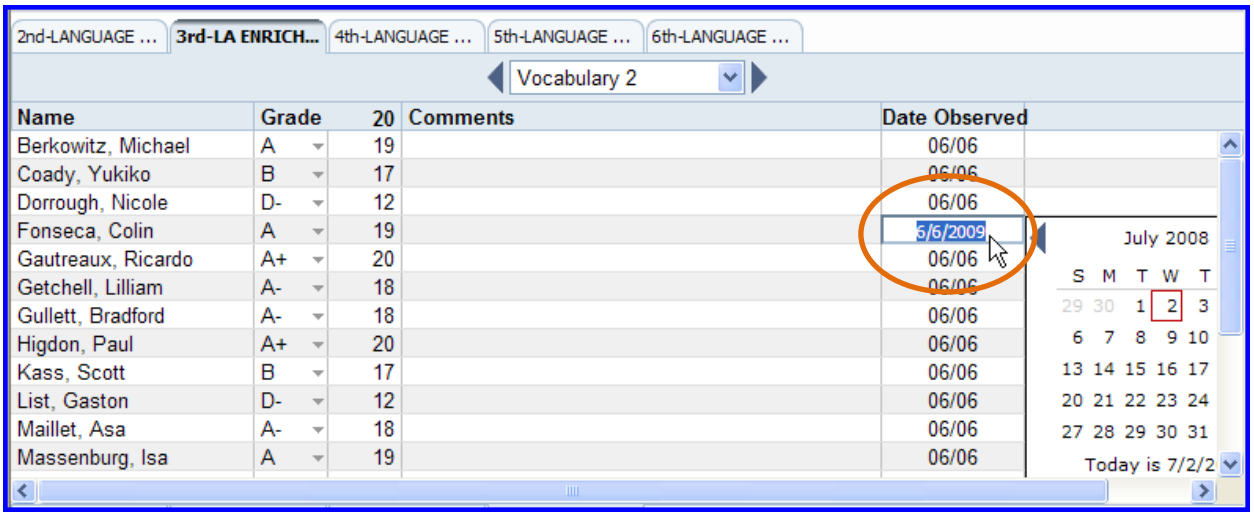


figure 87 *Change Date Observed*

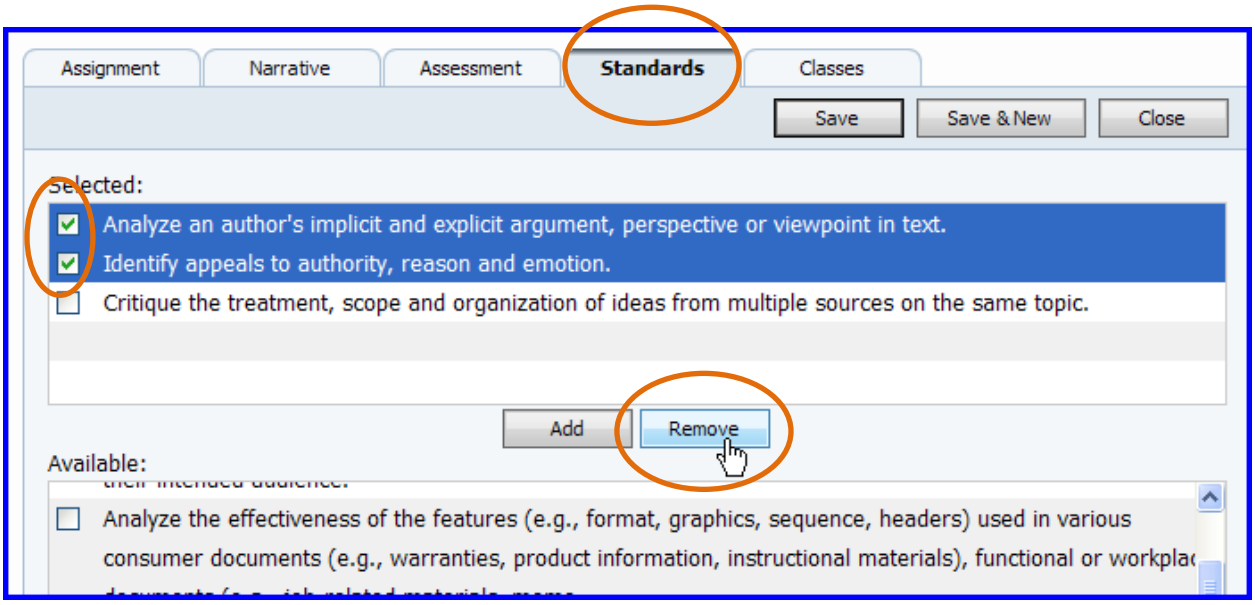

Assignment
Narrative
Assessment
Standards
Classes
Save
Save & New
Close
Selected:
Analyze an author's implicit and explicit argument, perspective or viewpoint in text.
Identify appeals to authority, reason and emotion.
Critique the treatment, scope and organization of ideas from multiple sources on the same topic.
Add
Remove
Available:
Analyze the effectiveness of the features (e.g., format, graphics, sequence, headers) used in various consumer documents (e.g., warranties, product information, instructional materials), functional or workpla

figure 88 *Remove Objective/Standard*

Lesson 5. Review

Use the answer form on the following page to record the most accurate answer for each question.

1) Though you can hover to view Student Demographic from several pages, you can open the "Student Demographic" dialog box only from which page?
    A. Attendance Grid
    B. Gradebook Grid
    C. Quick Attendance
    D. Quick Grades
2) When you select the **Notify Administrator** check box for a **Discipline** note, the application sends an e-mail to the Principal or assigned administrator.
    A. True
    B. False
3) Sparkline graphics can be displayed in the Results column to show valleys and peaks for a student's progress based on assignment scores.
    A. True
    B. False
4) The following conditions must be met before the **Show Points** option displays in the Results column drop-down found on the "Gradebook Grid."
    A. Required Assessments must be selected for the Grid view.
    B. Instructor must assign a percentage Grading scale to all assignments.
    C. Instructor must not select weighted categories for any assignments.
5) Once Grades are Finalized, you cannot edit them unless you change the status.
    A. True
    B. False
6) Standards/Objectives are only available to be linked to assignments if the Pinnacle Administrator has made them available for the class.
    A. True
    B. False
7) Only one Objective or Standard can be linked to each assignment:
    A. True
    B. False

Name _____ Class _____ Date _____

Bubble Answer Sheet

A B ● D

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D

You have completed the beta version of the Pinnacle Web Gradebook Instructor Training course. Future versions of this training will include instruction and exercises for Pinnacle Mobile. When you have completed both the Gradebook and Pinnacle Mobile training, you will be ready to apply for Pinnacle Web Instructor Certification. In the Spring of 2009 you can visit the Excelsior web site: http://www.excelsiorsoftware.com to learn more about the certification program.